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ABSTRACT

This information analysis paper reviews the literature on career development programs and practices, identified by a computer search of the ERIC data base from November 1966 through December 1979. The introduction highlights issues and trends: the infusion of career development concepts into curriculums; evaluations of programs in career guidance and education; evaluation instruments; and programs for special populations. The documents are analyzed by a Program Analysis Matrix according to special target populations, education levels, program focus, materials/methods, and geographic location. Implications for the future of guidance and guidance professionals are discussed. The computer search of educational journals and ERIC documents is also included with full reference citations. (NRB)

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CAREER DEVELOPMENT: PROGRAMS AND PRACTICES

[redacted]

Helen L. Mamarchev

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Relevant Resources in High Interest Areas

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ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
School of Education
The University of Michigan
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CAREER DEVELOPMENT: PROGRAMS AND PRACTICES II

Helen L. Mamarchev

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AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1979

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
1980

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. Last year we went one step further.

Choosing the fifteen topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

This year we have added four new titles to what has become an extremely popular series of publications. In addition, one venerable title--Career Development: Programs and Practices--has been updated and expanded. The fifteen areas originally chosen for this special treatment and the four new areas are as follows:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults

Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted
Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change
Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools
Leisure Counseling
Parent and Family Counseling
Counseling for Alcohol/Tobacco/Drug Abuse
Marriage Counseling

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these titles are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz Director, ERIC/CAPS	Libby Benjamin Associate Director, ERIC/CAPS

CAREER DEVELOPMENT: PROGRAMS AND PRACTICES II

Helen L. Mamarchev

Introduction

Growth of Career Development Programs

Since the introduction of the term "career education" in 1971 by Sidney Marland, then U.S. Commissioner of Education, programs with a "career" focus have steadily gained importance in schools across the nation. Both Federal and state funds have been allocated for the design and implementation of such programs, and many state legislatures have gone so far as to mandate their development.

The purpose of this analysis is to familiarize the reader with the basic components of a wide variety of existing programs and practices. It should be useful to those responsible for developing and implementing such programs, as well as to researchers in the area.

Issues and Trends

Definitions

In the literature, the terms "career development," "career education," and "career guidance" often appear to be used interchangeably. In this paper these terms are not considered to be synonyms. Therefore, as an aid to understanding their meaning, the following definitions are presented:

> *Career Development* is a continuous process that occurs over the life span and includes educational, occupational, leisure, home, and community experiences and their relation-

> ship to an individual's self-concept, strengths, abilities, and life style and occupational choices.
>
> *Career Guidance* is the process whereby a helping professional assists an individual in his/her career development--in coming to a fuller understanding of self, the environment, and the world of work, and in making appropriate career and life style choices.
>
> *Career Education* is part of the process of career guidance that occurs within and outside educational settings and involves occupational awareness and information, individual interests and employment potential, and appropriate occupational selection.

Taken from this perspective, career guidance and career education can be thought of as educational interventions by counselors, teachers, administrators, parents, and community members which are designed to further the career development of the individual.

Broader Perspective

This recognition of career development as an integral aspect of human development represents a move away from earlier views of career development, in which the focus was on matching an individual to a particular job which he/she would then perform for a lifetime. Indeed, many early career development programs emphasized the examination of occupational clusters and career opportunities (jobs) in those clusters and provided curriculum guides for teachers to aid students in their career (job) choice (ED 089 003-013). Some practitioners, however, recognized that alternative delivery systems were necessary if they were to accomplish the task of helping individuals develop to their fullest potential. Thus, this earlier restricted approach was broadened to include occupational exploration, developmental [K-14] approaches, the systematic infusion of career development concepts into the curriculum, and computer-assisted instructional systems (ED 133 651-2, ED 057 183).

Over time, career development concepts have been infused into educational and community settings in the form of career guidance programs, activities, and interventions designed to help individuals increase self- and career awareness, develop decision-making skills, and explore the world of work. The following model illustrates how career development philosophy has evolved into a workable structure for career education programs.

Career Education Model

Grade Level	Program Focus
elementary	career and self-awareness; emphasizes understanding of what jobs are and how they relate to individual preferences
middle school/junior high	career and self exploration; emphasizes examination of career alternatives, as well as personal capabilities and desires
high school	career planning, decision-making, and preparation; emphasizes making specific career/life choices and designing strategies for implementing those choices
postsecondary	career implementation and reassessment; emphasizes continued exploration of career/life alternatives

Infusion Process

The principle of infusing career development concepts into the curriculum is reflected in a number of documents presenting outlines of goals, objectives, activities, and resources for various educational levels (ED 170 588, ED 170 545, ED 169 245, ED 169 211, ED 164 852, ED 164 777, ED 163 196, ED 154 208, ED 150 290, ED 134 828, ED 133 590, ED 089 081). The general infusion process described in these documents involves: (a) a review of existing programs and materials; (b) development of program goals and objectives; (c) design of a comprehensive management and instructional system; (d) implementation resources, activities, and strategies; (e) pedagogical inservice training materials and workshops; and (f) plans for evaluation and follow-up.

Experience-Based Career Education

Further indications of this trend toward infusion are seen in the development of experience-based career education (EBCE) programs as part of a school's vocational education/training program (ED 164 853, ED 164 833, ED 164 755, ED 151 507, ED 150 294, ED 150 288, ED 150 285, ED 150 283, ED 117 312, ED 110 744). Career education is seen as a natural enhancer of vocational education because of the emphasis that career education places on: (a) providing individuals with general employability/adaptability/promotability skills; (b) linking all components of the educational system to provide these skills; (c) forming partnerships with the larger community; (d) emphasizing work values as a part of personal values; and (e) beginning career development-oriented activities in the early elementary years. Infusion into all aspects of a school's curriculum, therefore, may provide the way for public education to respond to current societal criticisms by preparing individuals to take their place in society through developmental, longitudinal interventions rather than through job-matching or remediation efforts.

Program Evaluation

Another trend in the literature is the increased attention given to the evaluation of career guidance and career education programs and practices. Accountability, fiscal responsibility, efficiency of operation, recommendations for program modification or expansion, and determination of why program objectives may or may not have been met are some of the reasons cited for the emphasis on evaluation (ED 171 997, ED 169 224, ED 167 696, ED 166 436, ED 166 422, ED 163 166). Four types of evaluation methodologics are suggested:

1. *Context*--needs assessment data collected from particular populations (ED 171 997, ED 166 430, ED 166 429, ED 166 428, ED 166 427)

2. *Input*--strategies and methods such as interventions by counselors, teachers, administrators, parents, or students (ED 167 940, ED 167 701)

3. *Process*--monitoring a program to see if it is being implemented as planned and how efficiently it is being managed (ED 166 423, ED 164 755, ED 160 874, ED 150 285)

4. *Product*--measuring changes in student behaviors resulting from participation in the program to determine the extent to which the established outcomes are met (ED 164 834, ED 164 755, ED 160 797, ED 152 827, ED 152 780, ED 151 541, ED 150 285).

Evaluation Instruments

Evaluation instruments are often included in the documents, including examples of criterion-referenced and norm-referenced tests (ED 172 101, ED 171 997, ED 154 204, ED 152 827, ED 151 507, ED 137 544, ED 133 595, ED 116 841, ED 112 307, ED 110 744, ED 092 661). Designs for pre- and post-testing to assess implementation procedures or student learnings are also available (ED 162 102, ED 162 101, ED 162 100, ED 162 099, ED 162 098).

Special Populations

Recognition of the fact that persons of different populations may face special career development problems has led to the development of programs and practices specifically oriented to the unique needs of special groups. These populations include the gifted (ED 172 004), women (ED 171 952, ED 150 471), juvenile delinquents (ED 170 681), rural students (ED 169 245), dropouts (ED 169 242, ED 169 214), the handicapped (ED 173 637, ED 166 418, ED 149 545, ED 141 998), disadvantaged youth (ED 166 373, ED 164 742), minority students (ED 164 755, ED 164 616, ED 152 827, ED 152 780), prisoners (ED 147 577), American Indians (ED 116 841), and bilingual persons (ED 164 977, ED 138 757, ED 101 156), to name a few. Activities in these programs are designed to equip individauls with the skills necessary to overcome social discrimination, societal stereotyping, and socioeconomic disadvantages so as to achieve their fullest potential. Additionally, some materials are written for individuals attempting to enhance the career development of others (e.g., students and employees) through career education or guidance programs, i.e., administrators (ED 171 997, ED 167 754, ED 166 426, ED 166 425, ED 166 424), counselors (ED 167 940, ED 165 015, ED 162 178), teachers (ED 169 231, ED 164 808, ED 162 163, ED 162 094, ED 162 074), employers (ED 167 756), and college faculty (ED 170 427, ED 155 334).

Programs for Adults

The "graying" of America has caused a substantial increase in the number of programs for adults, focusing on adult life career development needs (ED 166 430), adults in rural settings, (ED 133 600), and job placement for adults (ED 119 065). Other programs teach people how to set up community-based career guidance delivery systems (ED 167 821, ED 135 997). Viewing persons as individuals with different needs and expectations rather than as a collective whole and providing appropriate career education/guidance programs have become the hallmarks of the current career development thrust.

Analysis of Programs and Practices

This computerized search of the ERIC system revealed a large number of exemplary programs, practices, and materials. To simplify the reader's search for relevant information, a Program Analysis Matrix has been set up, analyzing each program in terms of special target population, education level, program focus, materials, methods, and geographic location. When a program of interest is located in the Matrix, the reader can find further information by looking for the corresponding ED number in the Abstracts Section at the conclusion of this paper. (Abstracts appear in descending ED numerical order.) What follows is a brief analysis of the materials to help readers select documents most appropriate to their needs and interests.

Education Level

Elementary

Elementary. At this level program activities emphasize an understanding of what jobs are and how they relate to individual preferences and needs (ED 166 428, ED 166 425, ED 146 386, ED 143 827, ED 130 071, ED 118 949, ED 118 934, ED 114 680, ED 110 904, ED 110 761, ED 105 167, ED 089 079). Student outcomes include the acquisition of a positive attitude toward school and work and increased knowledge of self in relationship to the world of work.

Middle/Junior High

Middle/Junior High. Examining career alternatives and personal abilities and desires through career- and self-exploration activities occur at this level (ED 169 211, ED 162 100, ED 147 635, ED 143 880, ED 142 814, ED 142 744, ED 130 071, ED 115 785, ED 115 784, ED 109 308, ED 106 502, ED 089 114). Student outcomes include choosing occupational clusters for in-depth exploration, identification of necessary employability skills, and relating occupational information to personal needs.

High School. At the secondary level career planning, decision-making, and preparation are critical activities involving specific life/career choices and action plans for achieving personal goals (ED 169 223, ED 166 429, ED 166 422, ED 165 382, ED 164 853, ED 164 834, ED 164 808, ED 160 803, ED 159 531 (Career Day program), ED 151 507, ED 150 294, ED 150 290, ED 150 288, ED 150 285, ED 150 283, ED 133 579, ED 126 391, ED 117 302, ED 109 417, ED 106 559, ED 089 083). Student outcomes include preparing for and entering an entry-level position or seeking further education or training.

High School

Postsecondary. Individuals begin to implement their career/life-style choices and assess their satisfaction and needs through continued exploration of career/life alternatives (ED 171 997, ED 170 463, ED 169 214, ED 167 821, ED 166 430, ED 166 427, ED 166 423, ED 155 322, ED 134 796, ED 133 600, ED 112 129, ED 109 532). Student outcomes include successful adjustment to initial job choice, continued exploration of occupational choice based on skills and needs, preparation and entry into new occupations, or upgrading of competencies in initial occupational field. (The reader should note that many documents relate broadly to the entire elementary/secondary range and are identifiable by looking at "Education Level" in the Program Analysis Matrix.)

Postsecondary

Special Populations

A number of references involving special populations were cited in the previous section (Issues and Trends). Activities designed to aid certain groups in overcoming personal and societal barriers are provided. For example, the data base contains strategies to assist women to combat sex-role stereotyping and to pursue nontraditional careers (ED 171 952, ED 150 471); ways of helping handicapped students prepare for job placement and employment (ED 173 637, ED 166 418, ED 149 545, ED 143 791, ED 141 998, ED 139 179, ED 134 865, ED 121 932); and activities to help rural students broaden their knowledge of themselves and the world of work (ED 169 245, ED 162 102, ED 160 321, ED 154 208, ED 145 207, ED 133 565, ED 121 991, ED 113 583, ED 110 638, ED 087 868).

Special Populations

Experience-Based Career Education (EBCE)

Some programs were previously cited in the Issues and Trends section. The majority of these programs provide guidelines, designs, implementation strategies, and evaluation methods for setting up school/community programs in the form of work-study jobs, student internships, on-the-job training, and enhancement of employability skills (ED 164 742, ED 162 160, ED 150 423, ED 150 288, ED 145 253, ED 145 245, ED 145 204, ED 141 607, ED 136 037, ED 129 676, ED 128 614, ED 124 794, ED 115 954, ED 114 610, ED 112 030).

Experience-Based Career Education

Staff Development/Inservice Training

Many documents are written to assist educational personnel, teachers, counselors, and

Staff Development

administrators in developing materials and activities for career education/guidance programs. Some take the form of curriculum guides to examine specific occupations (ED 089 009-013). Others appear as competency-based curriculum guides or resource guides to be used at specific educational levels for the design of appropriate activities dealing with career/self-awareness and exploration, decision-making, or occupational choice. These types of guides are listed below according to educational level and are also useful as inservice training modules:

Elementary

ED 167 940
ED 163 332
ED 162 074
ED 160 842-849
ED 154 206
ED 154 142
ED 134 843
ED 118 934
ED 103 801
ED 089 079
ED 089 015
ED 061 429

Middle/Junior High/Secondary

ED 167 940
ED 163 332
ED 162 178
ED 162 163
ED 162 094
ED 162 074
ED 160 851-858
ED 154 206
ED 154 142
ED 153 017
ED 149 545
ED 134 843
ED 117 350
ED 109 308
ED 103 801
ED 089 081
ED 089 015
ED 061 429

Postsecondary

ED 170 427
ED 167 940
ED 155 334
ED 155 322
ED 154 323

Evaluation and Outcomes

Program Evaluation

The previous section, Issues and Trends, described and discussed a rationale for evaluating career development programs and practices and four specific modes of evaluation. The literature also contains descriptions and evaluation data from validated, exemplary demonstration programs in which assessments of student outcomes showed that their participation in these programs had a favorable impact on their career development. That is to say, the career education/guidance activities facilitated the personal/career development of the students--career education/guidance worked! (ED 170 504, ED 170 502, ED 170 500, ED 170 499, ED 169 224, ED 167 736, ED 163 386, ED 163 167, ED 163 166).

PROGRAM ANALYSIS MATRIX

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 173 637	educable mentally retarded	secondary vocational	models to describe the developmental nature and different modalities of job placement	survey questionnaires used to develop models	New York
ED 172 101		higher education	guidelines for career resource centers	evaluation instruments	Florida
ED 172 004	artistically gifted and talented	secondary	alternative training program curricula and project goals for career decision-making		Rhode Island
ED 171 997	administrators	elementary/ secondary	manual for conducting program and pupil evaluations/needs assessments	assessment kit	Colorado
ED 171 952	working women	continuing education	career planning to improve occupational status		Ohio
ED 171 918		elementary/ secondary, postsecondary	exemplary projects and research		Oregon

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 171 808		secondary	job placement		Maine
ED 170 681	delinquents	secondary	model vocational program		Pennsylvania
ED 170 588		elementary/ secondary	career development concepts and objectives	objectives-activities matrix	South Carolina
ED 170 545		grades 4-6	sample implementation plans	outlines of goals, objectives, activities, and resources	Kentucky
ED 170 504		grades K-8	exemplary project of infusion of career education into curriculum	description of infusion units	California
ED 170 502		grades K-6	exemplary project to develop articulated career education curriculum		California
ED 170 500		elementary/ secondary	exemplary project of infusion of career education into curriculum	Arizona Career Education Matrix	Arizona

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 170 499		elementary/ secondary	exemplary project of infusion of career education into curriculum	Ohio Career Development Model	Ohio
ED 170 463	students interested in business and office occupations	postsecondary	competency-based curriculum		New Mexico
ED 170 427	educational personnel	higher education	descriptions of programs designed to address sex equity and leadership development issues	training guide	Massachusett
ED 169 247		grades K-6	career development curriculum units	fact sheets	Michigan
ED 169 246		grades K-6	model program	learning activities	Michigan
ED 169 245	rural students	elementary	integration of career awareness into existing subject material	instructional units	Michigan
ED 169 242	dropouts	secondary	1977 Youth and Employment Training Act	Congressional hearings	District of Columbia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 169 239	special needs students, dropouts, adults	grades K-14	model for comprehensive guidance program	Asche Matrix	Georgia
ED 169 231	language arts and science teachers	secondary	infusion of career education with language arts and science via competency-based units		Oregon
ED 169 224		elementary/ secondary	evaluation of exemplary model; inservice training		Pennsylvania
ED 169 223		secondary	consortium demonstrating effective techniques in career education	evaluation instruments from Florida EPIC (Education Progress in Careers)	Florida
ED 169 214	dropouts, graduates	secondary, adult education	community-based, on-site career experiences		South Dakota
ED 169 211		elementary, junior high	systems management approach to delivery systems for career education	behavioral objectives and instructional modules	New York
ED 168 924	psychology technicians	higher education	undergraduate training program		Georgia College

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 167 940	counselors	elementary, secondary, higher education	counselor's role in pupil and student personnel services	information analysis product	Michigan
ED 167 821	adults	adult education	community-based delivery systems		Connecticut
ED 167 797		elementary/ secondary	planning models	worksheets	Illinois
ED 167 756	low-income women	adult education	models for classroom training and work experience in nontraditional jobs	complete set of program forms	District of Columbia
ED 167 755	employers	professional continuing education	model to expand employment opportunities for women in nontraditional occupations	workshop kit	District of Columbia
ED 167 754	program administrators	adult education	community-based conference model for expanding employment opportunities for women in nontraditional occupations	conference outline, checklist	District of Columbia
ED 167 746	parents	elementary/ secondary	parent role in career development processes of their children	outline, handouts, questionnaires	Rhode Island

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 167 736		elementary/ secondary	demonstration projects		Wisconsin
ED 167 701		elementary/ secondary	effectiveness of career education activities	evaluations for students and faculty	Florida
ED 167 696		elementary, secondary, postsecondary	evaluation of career education model		Michigan
ED 166 436		secondary	financing vocational education programs		New York
ED 166 430	adults	adult education	administering the Life Career Development Needs Survey	manual and needs assessment instrument	Georgia
ED 166 429		secondary	administering the Life Career Development Needs Survey-Secondary School	manual and needs assessment instrument	Georgia
ED 166 428		elementary	administering the Life Career Development Needs Survey-Elementary School	manual and needs assessment instrument	Georgia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 166 427		postsecondary; adult	administering the Comprehensive Counseling and Personnel Services Program Assessments: Postsecondary and Adult	manual and needs assessment instruments	Georgia
ED 166 426	administrators	secondary	administering the Guidance Program Assessment-Secondary School	evaluation instrument	Georgia
ED 166 425	administrators	elementary	administering the Guidance Program Assessment-Elementary School	evaluation instrument	Georgia
ED 166 424	administrators	adult education	administering the Adult Education Program Survey, Inventory of Community Resources, Inventory of Staff Resources	survey instruments	Georgia
ED 166 423		postsecondary; adult	process model	needs assessment instruments; action plans	Georgia
ED 166 422		secondary	evaluation of experience-based career education program	sample questionnaires	District of Columbia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 166 418	handicapped	elementary, secondary, postsecondary	career and vocational development	bibliography	Ohio
ED 166 405		K-10	program evaluation of career education infusion program		Ohio
ED 166 373	disadvantaged youth	secondary	evaluation of summer program for education and development of youth (SPEDY)		Indiana
ED 165 457	Indochinese refugees	adult education	teaching English as a second language through career development-oriented materials	bibliography	Virginia
ED 165 382	gifted and talented	grade 12	program using guidance laboratory, university mentors, and internships		Texas
ED 165 037	employees	continuing education	career planning program	workshop format	California
ED 165 015	counselors	higher education	employability process	simulation game	Michigan

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 164 977	bilingual students	elementary/ secondary	application of career education concepts to bilingual populations	literature review	New Mexico
ED 164 853		secondary	evaluation of Experience-Based Career Education program		Alabama
ED 164 852		elementary/ secondary	five-year state plan	needs assessments; school personnel competencies	Maryland
ED 164 834		secondary	evaluation of career education program by students		Utah
ED 164 833		secondary	evaluation of Experience-Based Career Education program, i.e., career exploration activities, career counseling, and academic instruction		Rhode Island
ED 164 808	students and teachers	secondary	demonstration programs for model career development/vocational preparation systems and staff development	skills assessment; career decision-making materials; student assessment forms	California

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 164 777		elementary/ secondary; adult	development of model career education program, (Career Education Responsive to Every Student)	strategies for infusion into curriculum	California
ED 164 775		elementary/ secondary	process and product evaluation of Classrooms Beyond Walls Career Education Project	student pre/post tests; staff questionnaires	New York
ED 164 755	minority youth; women; parents	elementary, secondary, adult	career guidance related to minority youth, women, transition from school to work, program planning and evaluation	booklets, handout masters, filmstrips, cassette tapes	Ohio
ED 164 742	disadvantaged groups	adult vocational education	evaluation of Polaroid's Inner City mission to provide on-the-job-training for disadvantaged workers	participant questionnaires	Polaroid Company
ED 164 616	minority students	secondary	program designed to encourage minorities to enter engineering fields		Michigan

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 163 386		elementary, secondary, postsecondary	review of exemplary programs and practices in area of career development	annotated bibliography	Michigan
ED 163 332	counselors	elementary/ secondary	inservice materials dealing with sex stereotyping	training modules; resource packets	Wisconsin
ED 163 196		elementary/ secondary	overview of SCECAMP (Systemwide Career Education Cluster-Based Articulated Model Program)	goals and objectives checklist	New York
ED 163 193		secondary vocational	evaluation of Occupational Competence Access Project (OCAP) and its community resource system		Massachusetts
ED 163 167		elementary/ secondary	exemplary model for career education curriculum with computer-based resources		Pennsylvania
ED 163 166		elementary/ secondary	evaluation of ED 163 167	instruments and questionnaires	Pennsylvania

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 162 178	counselors	junior high	counselor's role in career education delivery	action plan	California
ED 162 163	teachers	secondary	how to implement the World of Related Knowledge and Educational Development (WORK-ED) program	training manual (pre- or inservice use)	New Jersey
ED 162 160	school-industry relationship	elementary/ secondary	involvement of National Alliance of Business with various youth projects	conference report	National Alliance of Business and Career Education
ED 162 103		elementary/ secondary	career education activities of CERES (Career Education Responsive to Every Student) project		California
ED 162 102	rural students	elementary	implementation of career education	pre- and post-test evaluation design	Michigan
ED 162 101		elementary	career awareness activities	pre- and post-test evaluation design	Arkansas

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 162 100		junior high	academic activities, individualized student activities, simulated work experiences, guidance activities	pre- and post-test evaluation design	Maryland
ED 162 099		elementary/ secondary	career and self-awareness	pre- and post-test evaluation design	Arizona
ED 162 098		K-10	self-awareness and -esteem; knowledge of world of work; decision-making skills	pre- and post-test evaluation design	Ohio
ED 162 094	teachers	grade 9	how to implement the World of Related Knowledge and Educational Development (WORK-ED) program	curriculum manual	New Jersey
ED 162 074	teachers	elementary/ secondary	developing industrial education programs	curriculum guide	Wisconsin
ED 162 065		elementary/ secondary	evaluation of Project GIVE (Guidance in Vocations and Education)	evaluation methodology	Maine

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 160 874	administrators	grades 7-12	evaluation of program management	evaluation methodology	Georgia
ED 160 858	educational personnel	secondary	training staff in psychological education for growth through human understanding	training manual and leader handbook	Georgia
ED 160 857	educational personnel	secondary	training staff to understand how work and leisure environments affect participant involvement in career education activities	training manual and leader handbook	Georgia
ED 160 856	educational personnel	secondary	training staff in the use of individual advisory systems to facilitate teacher-student contacts	training manual and leader handbook	Georgia
ED 160 855	educational personnel	secondary	training staff to facilitate student growth and development	training manual and leader handbook	Georgia
ED 160 854	educational personnel	secondary	training staff to improve the school learning environment through assessment, individual skills development, problem-solving, and environmental appraisal	training manual and leader handbook	Georgia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 160 853	educational personnel	secondary	training staff to help students develop positive relationships with others at school and at home	training manual and leader handbook	Georgia
ED 160 852	educational personnel	secondary	training staff in the areas of values clarification, decision-making, goal setting, and implementation strategies for career education activities	training manual and leader handbook	Georgia
ED 160 851	educational personnel	secondary	presents human relations training activities for staff	training manual and leader handbook	Georgia
ED 160 850	educational personnel	elementary/ secondary	elements of a comprehensive, needs-based career guidance program	model format	Georgia
ED 160 849	educational personnel	elementary	assertiveness training for staff and students	training manual and leader handbook	Georgia
ED 160 848	educational personnel	elementary	training staff to use self-worth activities for themselves and students	training manual and leader handbook	Georgia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 160 847	educational personnel	elementary	training staff to be effective facilitators of classroom meetings	training manual and leader handbook	Georgia
ED 160 846	educational personnel	elementary	training staff to use STEP (Systematic Training in Effective Parenting) program with parents	training manual and leader handbook	Georgia
ED 160 845	educational personnel	elementary	training staff in various techniques to improve classroom behavior of students	training manual and leader handbook	Georgia
ED 160 844	educational personnel	elementary	training staff in curriculum design for comprehensive career guidance programs	training manual and leader handbook	Georgia
ED 160 843	educational personnel	elementary/ secondary	help prospective group leaders prepare for staff development activities in career guidance	training manual and leader handbook	Georgia
ED 160 842	elementary guidance workers	elementary	implementing comprehensive career guidance programs	methods guide	Georgia

ED Number	Special Population	Educational Level	Focus	Materials/ Methods	Location
ED 160 835	secondary guidance workers	secondary	implementing and disseminating comprehensive career guidance programs	evaluation instruments	Georgia
ED 160 803	talented students	secondary	program for exploration of the arts		Rhode Island
ED 160 797		elementary/ secondary	evaluation of incremental improvement efforts of career education programs	statistical tables	Utah
ED 160 321	rural students	high school	evaluation of the OPTIONS project to assist students with occupational choices		New Hampshire
ED 159 531		secondary	career days and use of community resource persons		Virginia
ED 159 507	counselors/ teachers	junior high	career exploration activities	pre- or in-service guide	Ohio
ED 159 504		higher education	career planning and placement services for liberal arts majors		Michigan

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 155 334	college faculty	higher education	career guidance for teacher education majors	Career Development Checklist for undergraduates	Tennessee
ED 155 322		community college	model for designing and implementing life career development program	instructional manual	Florida
ED 154 323		higher education	evaluation of career development seminar for college students	seminar guidelines and objectives	Indiana
ED 154 208	rural students	K-14	evaluation of program infusing career development into the curriculum	outline of program objectives	New Mexico
ED 154 206		K-14	evaluation of exemplary vocational education project	teacher activity guide	Virginia
ED 154 204		elementary/ secondary	evaluation of exemplary program focusing on self-awareness, decision-making, and work habits	data collection instruments; project proposal	Puerto Rico

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 154 142	teachers	elementary/ secondary	career development and career exploration program information	handbook and survival manual; resource guide	Ohio
ED 153 776	isolated rural, small school	elementary/ secondary	school-community-based program description	activities for developing hometown living skills and teaching community appreciation	Maine
ED 153 069	industry		employee career development/planning programs	questionnaires	New Jersey
ED 153 017	administrators	secondary	guide to collaborating efforts between school and community organizations for career education	training modules for inservice use	Minnesota
ED 152 974		middle school	effects of planned career development activities on middle school children		South Carolina
ED 152 827	inner city youth	elementary/ secondary	evaluation of career education program to increase self-awareness and decision-making skills	Self Observation Scales; Occupation Awareness Survey	District of Columbia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 152 780	inner city youth	elementary/ secondary	evaluation of career development project examining student self-concept and attitudes toward career decision-making	statistical data appended	District of Columbia
ED 151 541		junior high	evaluation of career exploration (practical arts education) program	Assessment of Career Development (ACD) instrument	Kentucky
ED 151 507		senior high	evaluation of Experience Based Career Education (EBCE) program	data collection instruments	Montana
ED 150 471	females		model for reducing sexism in career planning of women	verbatim script of slide/tape show demonstrating application of model	Kansas
ED 150 423	Department of Commerce	secondary	summary of Department of Commerce Conference on Youth Career Development, October 7, 1976, including role of federal government related to school and industry cooperation		District of Columbia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 150 410	rehabilitation counselors	vocational rehabilitation	how to measure what happens to a disabled person who receives vocational rehabilitation services	annotated bibliography	District of Columbia
ED 150 294		senior high	evaluation of Building Experience-Based Career Education (BEBCE) project	adaptation of Northwest Regional Education Laboratory model	Pennsylvania
ED 150 290		senior high	evaluation of alternative education program designed to enhance good working habits and develop basic skills	behavioral objectives	North Dakota
ED 150 288		senior high	evaluation of Experience-Based Career Education (EBCE) program	course description, program development packet, curriculum sequence information	Rhode Island
ED 150 285		senior high	process and product evaluation of Experience-Based Career Education (EBCE) program	data for five outcome objectives	Kansas

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 150 283		senior high	evaluation of Experience-Based Career Education (EBCE) program focusing on student achievement in basic skills through individualized courses in English and mathematics	student handbook; criterion-referenced activities	South Carolina
ED 150 277	vocational-technical students	secondary	assessment of student growth and development, especially increases in reading and computational skills	student and parent attitude assessment scales	Pennsylvania
ED 149 545	physically handicapped	secondary special education	training program for counselors to promote career development for special education students	counselor activity guide	New York
ED 147 635		junior high	help teachers implement occupational clusters approach	instructional modules	Virginia
ED 147 577	prisoners	adult education	model for planning, implementing, and evaluating programs of adult career education in corrections		Hawaii

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 147 485		grade 9	administrators' workbook for program implementation	World of Related Knowledge and Educational Development Program	New Jersey
ED 146 386		elementary	career awareness for students; inservice training for teachers; establishment of a career center	Products: Course of Study/Curriculum Guide	Nevada
ED 145 253		secondary	career exploration programs coordinated with business and industry		National Alliance of Businessmen Career Guidance Institute
ED 145 245		grade 11	cooperative school/ community work experiences	independent study, class study and on-the-job experiences	Pennsylvania
ED 145 207	rural	elementary/ secondary	model for infusing career education into rural school curriculum		Washington
ED 145 204		grades K-14	reduction of student absenteeism and dropout rates by introducing career education	elementary school store; junior high in-school and on-the-job work experiences; high school volunteer hospital intern program	Maryland

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 145 169		secondary	handbook on student internship program		Maryland
ED 145 097		elementary/ secondary	collection of exemplary practices in career education: planning, management, staff development, instructional services, community involvement, evaluation		California
ED 143 880		junior high	career exploration	Careers and You--program package of preparatory vocational courses	Virginia
ED 143 827		elementary	administrators' guide for career awareness program implementation		Nevada
ED 143 801		high school graduates	pre-employment and placement activities	field-tested materials in four areas: data, preparation, placement, and follow-up	Ohio
ED 143 791	handicapped adolescents	secondary	response to needs of those who prepare handicapped students for employment	descriptions of a number of commercial materials	Indiana

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 142 814		junior high	development of a summer Career Exploration program		Kentucky
ED 142 744		junior high	design and implementation of an occupational exploration program	details and instructional prototypes for setting up labs in business and office occupations, environmental occupations, and service occupations	North Carolina
ED 141 998	handicapped students	secondary	practicum for vocational education awareness program	use of interdisciplinary team to prepare students to function in a personalized placement program	Georgia
ED 141 607		elementary/ secondary	development of a joint school-community program for occupational exploration	recruitment and training of community members to make them available to classroom teachers	Oregon
ED 139 922		secondary	development of a model career counseling and placement program which could be readily evaluated and replicated		Mississippi

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 139 908		K-10	assessment of student learnings from career education activities and leadership characteristics of career education program directors		Ohio
ED 139 179	handicapped	elementary/ secondary	descriptions of Vocational Training and Placement of the Severely Handicapped (VOTAP) project and the Overcoming Barriers to Mainstreaming project		California
ED 138 826		secondary	evaluation of student performance in the Research for Better Schools (RBS) program providing cognitive skills, career experiences, and personal perspectives to assist with life choices		Pennsylvania
ED 138 825		secondary	supplementary reports and evaluation instruments for ED 138 826	data collection instruments	Pennsylvania
ED 138 757	Spanish-speaking adults and youth dropouts	bilingual education	description of program focusing on increasing English language skills and providing occupational information		New York

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 137 544		agricultural education, secondary/ junior college	identification of jobs and training needs for occupations in the area of wastewater land treatment systems	task analysis survey instruments; student objectives, instructional modules	Michigan
ED 136 071	instructional aides working with disadvantaged	secondary vocational education	evaluation of Aides to Career Education (ACE) program which provides individual assistance to disadvantaged students		California
ED 136 061		junior high	local school teachers' guide for developing a career exploration program		Idaho
ED 136 055		grades 4-6; grades 7-12; and adult	computer-based career guidance and counselor-administrative support system: Project DISCOVER	guidance development and technical development	Illinois
ED 136 047		secondary	evaluation of exemplary career education project focusing on student outcomes	product objectives	Pennsylvania
ED 136 037		secondary	instructional program including student work experience	cooperative efforts among local business, industrv, and schools	Michigan

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 136 018		elementary/ secondary	career education counseling in the schools	K-6: career awareness and orientation; junior high: career resource areas; senior high: career guidance and placement	Texas
ED 135 997	home-based adults	adult education	model for facilitating career development via home/community-based services	delivery systems for service provision	Massachusetts
ED 135 795		higher education	preservice/inservice school-based teacher education model	three-phase professional growth experience, relating career choice, school and community	Ohio
ED 134 865	handicapped	secondary vocational education	determining aptitudes for job placement through work sampling and experience		California
ED 134 864	disadvantaged young women	elementary/ secondary	description of non-traditional career exploration program	program outline	Montana

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 134 843		elementary/ secondary	systematic development of transportable career education components	staff training, curriculum revision, instructional resources, career information centers, community resource center, coordination of services	Montana
ED 134 842	senior volunteers	elementary/ secondary	voluntary action center and community resource center career education program directed toward youth services	resource center forms and materials	Montana
ED 134 835		K-14	cooperative effort between public schools and university	training objectives for personnel	Kentucky
ED 134 828		K-12	evaluation of exemplary comprehensive career-centered activities program	summary of goals, objectives, procedures, problems	Mississippi
ED 134 800		junior high	effects of work experience and vocational guidance activities on student career maturity and attitudes	Life Career Development System	Kentucky

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 134 796	women	adult education	results of interviews of women to determine their career development needs	data collection instruments	California
ED 134 703		high school	coordinated efforts of a high school, vocational school and a four-year college	use of mass communications to teach a high school English course in radio-television communication careers	Kentucky
ED 134 699		junior high	guide for implementing a combined career exploration/industrial arts program	student-managed learning; "open shop" structure with self-contained activity areas	Oregon
ED 133 652		secondary	description of the Computerized Vocational Guidance System (VOCGUYD)		Indiana
ED 133 643		secondary	use of Computerized Vocational Guidance System (VOCGUYD) to foster career maturity and assist career planning	operating manual	Indiana

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 133 600	rural adults	adult education (over age 16)	career education activities for unemployed, underemployed, mid-career, high school dropouts, parents, women	classes, group sessions, counseling, material displays, tours, testing, informational meetings	Wisconsin
ED 133 595		grades 5-12	evaluation of school-based career exploration program	evaluation forms	Oklahoma
ED 133 590		elementary/ secondary	assessment of student level impacts from high school/community college cooperative career education program	articulation objectives	Missouri
ED 133 584		K-14	implementation of hands-on experience, on-the-job training, and career information centers program	data from student and teacher evaluations	Utah
ED 133 579		secondary	career education program emphasizing combination of career clusters with student development plans	career folders	Vermont

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 133 565	rural schools	elementary/ secondary	introduction of career education concepts into the schools	K-7: career awareness; 8-9: career orientation and exploration; 10-12: job preparation, training, counseling, and referral	Arkansas
ED 133 478		elementary/ secondary	development of an occupational information program at all levels to adapt to changes in the local labor market	career awareness, orientation and exploration activities; job placement for exiting students	Puerto Rico
ED 131 325		elementary/ secondary	coordination of career education project for 12 independent school districts, a parochial school and a junior college	planning and implementation, occupational awareness, occupational investigation, career exploration, intensive group guidance, placement and follow-up	Texas
ED 130 071		middle schools	reports of existing career-related resources in Boston, and the further implementation of career exploration programs		Massachusetts
ED 130 003		elementary	two transportable model career education projects, emphasizing guidance, counseling and developmental activities		New York

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 129 676		high school	business/school cooperation to expose students to various careers and let them experience economic processes	program in which students spent several weeks in business, industrial and manufacturing firms, alternating with classroom seminars	Mississippi
ED 128 614	potential dropouts	high school	alternative high school program preparing students for productive, satisfying careers	three-phase program including orientation, exploratory field experiences, and advanced specialized experiences	Pennsylvania
ED 126 391	small high schools	secondary	career guidance program design, development and implementation model		California
ED 126 319		elementary/ secondary	development of a total career education continuum model	language-experience-based awareness; hands-on exploration; competency-based preparation	California
ED 126 280		elementary/ secondary	handbook introducing a collection of career education materials available from Michigan Department of Education		Michigan

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 124 844		community college	guide to developing and conducting career awareness minisessions	group career guidance sessions integrated into regular course work	Michigan
ED 124 794		elementary/ secondary	research and development career education project	career exploration lab; "shadowing" work experience program	Arkansas
ED 124 743		elementary/ secondary	career education project to help students make sound career decisions	dissemination, data collection, staff utilization, and staff development	Mississippi
ED 121 991	rural	elementary/ secondary	use of human and natural resources to develop community resource facilities as learning centers for career awareness	field trips, lesson cards, guest speakers, minicourses, work-site placement	New Hampshire
ED 121 932	handicapped/ special needs students	elementary/ secondary	design of a system of coding behavioral objectives to document the skills that could be attained by special needs students	coding use of consultants, development of instruments, publications, conferences, in-service training	Massachusetts
ED 119 065	adults: Manpower clients		pilot project to help Manpower clients decide on occupational goals and be placed in suitable programs		Canada

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 118 949		elementary	guide for developing career awareness program	graded activities for self-perception, integration of occupational information into the curriculum and into cocurricular activities	Washington
ED 118 934		elementary	familiarization of students, teachers, administrators, parents, and board members with the concept of career awareness through personal involvement	inservice staff development programs, instructional programs, materials and curriculum development	Oregon
ED 118 812		elementary/ secondary	Minnesota Career Development Curriculum (CDC) project focusing on career management tasks for students and delivery systems for career development education	career management tasks and instructional objectives	Minnesota
ED 117 350		secondary vocational education	cooperative vocational education purposes, competencies, occupational experience laboratories, job placement, work adjustment	performance requirement clusters for teacher-coordinators	Ohio

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 117 312		elementary/ secondary	components of Project PRO-CESS, UPDATE, Project LOOM, Project FAIS, ECGE, Florida VIEW, CEC, and Guidelines for Placement Services and Follow-up Studies		Florida
ED 117 302		secondary	career guidance philosophy, rationale, curriculum, programs, models, responses to females and minorities, research, and evaluation	annotated bibliography	Washington
ED 116 841	American Indians	adult and higher education	reports on initial implementation of career guidance for adult vocational students and college-bound students	evaluation forms and instruments	California
ED 116 053		grade 9	effects of the high school experience on youth in vocational guidance programs	longitudinal study	Pennsylvania
ED 115 954		elementary/ secondary	career exploration, planning, and placement program description	Operation Partnership program survey of local business and industry	Utah

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 115 836	minority youth and adults	elementary/ secondary and out of school	establishment of pilot programs in entrepreneurial career awareness and training for youth and adults		Task Force on Education and Training for Minority Business Enterprise
ED 115 785		middle school	program to develop students' career aspirations	series of teacher-guided projects; dialogues with resource persons; field trips; pupil-created projects; hands-on activities	Pennsylvania
ED 115 784		middle school	program for developing career appraisal insights in students	planning; vocational orientation and development activities; career and industry orientation programs; industry trips, including school follow-up; faculty orientation programs; career resource center	Pennsylvania
ED 114 680		elementary	development of career awareness resource materials	14 graded multi-use resource packages, containing physical activities and supporting media; each emphasizes a cluster of occupations	Washington

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 114 610	prospective employers of work experience students	grades 7-12	description of two types of programs, including background information for prospective employers	(1) work exposure: job site observation, no pay or credit (2) work experience program: 8 hrs/week on the job, with pay and credit	Arizona
ED 113 675		elementary/ junior high	product and process objectives of career development program		Louisiana
ED 113 583	rural students	secondary	broadening knowledge of world of work		North Dakota
ED 113 539		grades 9-10	outline of self-exploration and occupational information activities to help local agencies develop vocational exploration programs	information for assessing indivudal programs, identifying occupational groupings, and instructional program planning	West Virginia
ED 112 307		intermediate grades	course evaluation based on perceptualization, conceptualization, and generalization	course tests	Hawaii
ED 112 129		higher education	systematic program of career guidance and dissemination of occupational information		Maine

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 112 030		secondary	voluntary flexible, alternative career exploration programs	program in which students go to business and industrial "career sites" for observation, internship, released time, holiday or part-time employment	North Dakota
ED 113 535		preschool through post-secondary and adult	identification of career opportunities, alternatives, choices, value system	alphabetical listing of 36 major programs and services	New Jersey
ED 110 904		grades 3-6	improving creative problem-solving skills through use of career concepts	doctoral thesis	New York
ED 110 813	Department of Defense Civilian procurement personnel	continuing education	career counseling for advancement	program manual	District of Columbia
ED 110 761		elementary	career education program which involes the total community	self, community, and world-of-work awareness; seminars, mini-courses, worksite placement, assistance to teachers in writing and testing their own career awareness lessons	New Hampshire

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 110 744		secondary	model and descriptions of Experience-Based Career Education (EBCE)	pilot tests	District of Columbia
ED 110 638	rural schools	elementary/ secondary	career education program which involves the total community	self, community, and world-of-work awareness; seminars, mini-courses, worksite placement; assistance to teachers in writing and testing their own awareness lessons	New Hampshire
ED 109 532		higher education	college major selection and career decision-making	"Practical Decision-Making" course	Utah
ED 109 417		secondary	"cluster concept" program stressing broad preparation for a series of related occupations, rather than depth in a single category		Illinois
ED 109 311		elementary/ secondary	career awareness, accommodation, exploration, and preparation	phases of career development; glossary	Iowa

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 109 308		intermediate grades	activities to develop self concept and explore world of work	sample activities	Iowa
ED 106 746		elementary/ secondary	resources for educational advising and vocational choice	annotated bibliography	Michigan
ED 106 559	vocational high school students	secondary	career awareness course (45 sessions)	seminars, discussions, testing devices, films, slides, individual research projects	North Dakota
ED 106 502		junior high	occupational exploration experiences	knowledge and affective tests, student module questionnaires, teacher evaluation logs	Ohio
ED 105 355		elementary/ secondary	individual state models for programs in career guidance, counseling, and placement	conference proceedings	Michigan
ED 105 167		elementary	decision-making skills, self-direction, career awareness and basic skills	individualized instruction	Rhode Island

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 105 142		secondary/ postsecondary	cooperative work education programs for occupational training, dropout prevention, and career exploration		District of Columbia
ED 103 801	teachers, counselors	elementary/ secondary	equipping students with skills needed for career decision-making and planning	inservice training manual for Career Achievement Skills Training (CAST) programs	Michigan
ED 103 800	teachers, counselors	elementary/ secondary	program description for ED 103 801		Michigan
ED 102 424		kindergarten-adult	work values; human development; intervention processes	position paper	District of Columbia
ED 101 156	Spanish-speaking workers	adult education	developing English language skills to facilitate career development	use of evaluation instrument, i.e., Ilyin Oral Interview	Pennsylvania
ED 099 530		K-12	behavioral objectives required to implement career development programs	programs for teacher inservice, employer/ student relationships, community resource utilization, career-related academic materials	Minnesota

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 099 523		elementary, secondary, postsecondary vocational education	exemplary vocational programs	program abstracts	District of Columbia
ED 092 661	inner-city youth	elementary, junior high	program aimed at facilitating occupational aspirations and choices	evaluation instruments	Michigan
ED 089 114	disadvantaged youth	junior high	program designed to assist students with occupational choice and knowledge of world of work	instructional resources, annotated bibliography	Ohio
ED 089 083		secondary	placement services	forms used by placement office	Texas
ED 089 081	teachers	middle schools	expected outcomes of career education program	implementation handbook	Texas
ED 089 080	teachers	middle schools	media resources for career education programs	annotated resource lists	Texas
ED 089 079	teachers	elementary	infusion of career awareness materials in social studies units	curriculum guide	Texas

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 089 015	teachers	preschool, elementary, junior high	aids teachers in helping students increase vocational awareness and maturity in career decision-making processes	resource guide	New York
ED 089 013	teachers	grade 8	examines the occupational clusters of Hospitality, Recreation, and Personal Service Occupations	curriculum guide	District of Columbia
ED 089 012	teachers	grade 8	examines occupations associated with the transportation field	curriculum guide	District of Columbia
ED 089 011	teachers	grade 8	examines business and office occupations	curriculum guide	District of Columbia
ED 089 010	teachers	grade 8	examines occupations in the health services profession	curriculum guide	District of Columbia
ED 089 009	teachers	grade 8	examines occupations in the field of public service, i.e., education, public utilities, community agencies, law enforcement, fire department, and postal system	curriculum guide	District of Columbia

ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 089 008	teachers	grade 7	examines occupations in natural resources, ecology, landscaping, conservation, and oceanography	curriculum guide	District of Columbia
ED 089 007	teachers	grade 7	examines occupations in urban renewal and development, construction, and demography	curriculum guide	District of Columbia
ED 089 006	teachers	grade 7	examines occupations in fine arts and the humanities	curriculum guide	District of Columbia
ED 089 005	teachers	grade 7	examines occupations in communications and media industry	curriculum guide	District of Columbia
ED 089 004	teachers	grade 7	examines occupations in consumerism and homemaking	curriculum guide	District of Columbia
ED 089 003	teachers	grades 7 & 8	teacher's guide to accompany materials presented in ED 089 004-ED 089 013	curriculum guide	District of Columbia
ED 087 868	rural youth	elementary/ secondary	career awareness and decision-making activities	self-discovery and decision-making instructional units	Oklahoma

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ED Number	Special Population	Education Level	Focus	Materials/ Methods	Location
ED 061 429	educational personnel	elementary/ secondary	career development model highlighted by activities illustrating the self, world of work, and career planning	curriculum guide	Wisconsin
ED 058 413		elementary/ secondary	work experience, specific training in job entry skills, and initial job placement activities	evaluation design; sample work units	Michigan
ED 057 183	state-level planners	elementary, secondary, postsecondary	alternative approaches to career guidance, i.e., occupational exploration, developmental/systematic approaches, computer-assisted approaches		Ohio
ED 054 342	inner city residents	adult vocational education	program to provide training in child care service occupations using a neighborhood-centered approach	sequential implementation strategy	Illinois

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Implications for Counselors

From the Program Analysis Matrix, it is clear that a large body of material on the subject of career education programs already exists. Counselors should be aware that a wide range of program types, addressed to the needs of various populations and grade levels, is already available to them, and they should review these prior to initiating or designing programs in their own settings. Although no program can or should be adopted as is, many activities and materials can be adapted by the counselor for his/her own use. In short, there is no need to re-invent the wheel!

Counselors should also understand that career development is a continuous process involving compromise and synthesis and different developmental tasks at various life stages. In designing career education/guidance programs the counselor should attempt to infuse career development activities into the curriculum through an integrated, interdisciplinary approach; to develop linkages between the school and the community; and to involve educational personnel, students, parents, and community members in the establishment of program objectives, implementation strategies, and evaluation.

Role of the Counselor

Finally, counselors should recognize that by taking an active part in the development of career education programs, they can make a major contribution to the total educational process, thereby working to meet the demands for accountability placed on today's educational institutions.

Summary

Career development deals with all aspects of life development and can be implemented through specific programs. Most such programs are concerned with occupational awareness, occupational exploration, decision-making, self-awareness, and work experience, or a combination of these elements. The Program Analysis Matrix provides the reader with a general overview of a number of such programs, as well as references to more detailed program abstracts. Despite many differences of structure and method, all these programs attempt to prepare the individual not for a preordained "niche," but for a lifelong process of intelligent occupational and personal decision-making.

Career Development as a Life-Long Process

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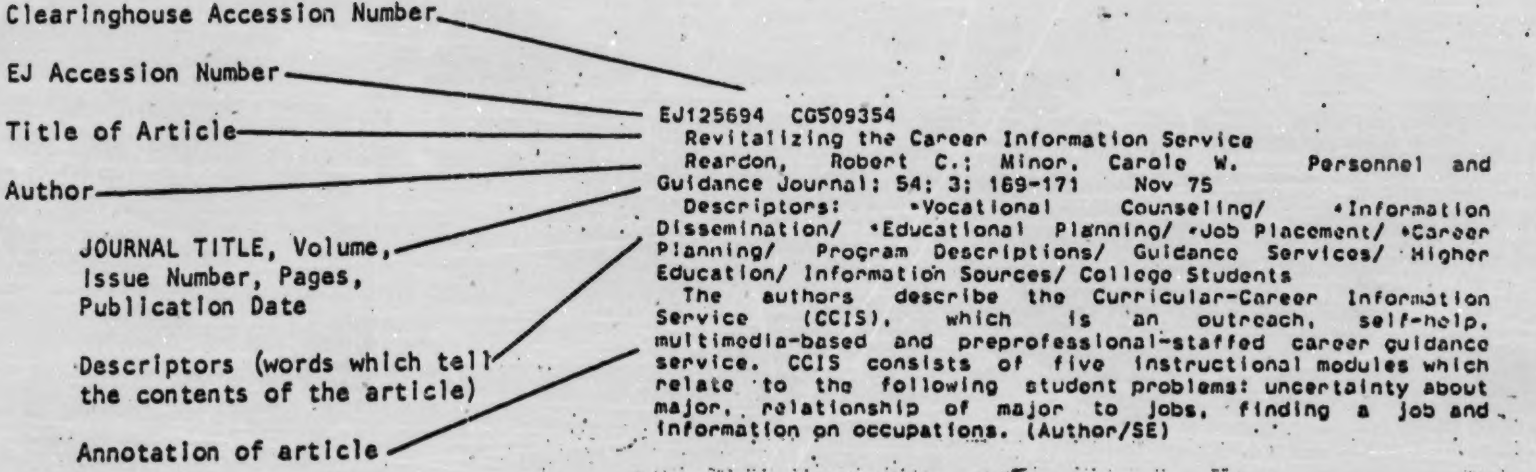
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EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal; 54; 3; 169-171 Nov 75
Descriptors: *Vocational Counseling/ *Information Dissemination/ *Educational Planning/ *Job Placement/ *Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

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Reprint: UMI
Language: ENGLISH

Evaluates the use of Occu-Sort (O-S), a career exploration system, with high school students. Students reacted positively to the amount of thinking and writing O-S requires. Time and space can be problematic. Users appreciate its immediate feedback. O-S shows promise as a method of assisting students in meeting career development needs. (Author/BEF)

Descriptors: Autoinstructional Aids/ *Career Development/ *Curriculum Evaluation/ *High School Students/ *Occupational Guidance/ Program Evaluation/ Secondary Education/ *Self Help Programs

EJ202684 CE508399
A New Approach to the Rehabilitation of S.S.D.I.-S.S.I. Recipients.
Hildner, Barbara B.
Journal of Rehabilitation, v44 n4 p32-35 Oct-Nov-Dec 1978 78
Language: ENGLISH

Describes a program at the Rehabilitation Institute, a private nonprofit agency in Kansas City, Missouri, to explore the vocational rehabilitation of severely disabled clients referred by the Missouri and Kansas rehabilitation divisions, involving group and individual counseling, vocational exploration facets, psychological testing, medical evaluation, and problem-solving groups. (MF)

Descriptors: Career Development/ *Counseling Programs/ Federal Aid/ Pilot Projects/ Private Agencies/ Rehabilitation Centers/ *Rehabilitation Counseling/ *Rehabilitation Programs/ *Severely Handicapped/ *Vocational Counseling/ *Vocational Rehabilitation

Identifiers: Kansas/ Missouri/ *Social Security Disability Insurance/ Supplemental Security Income

EJ200772 CE508330
Accounting: New Career Modules Answer Accounting Students' Needs.
Oser, David M.
Business Education Forum, v33 n1 p30,32 Oct 1978 Oct78
Reprint: UMI
Language: ENGLISH

The author discusses the 1977 revision of the New York State syllabus, his work on the accounting and bookkeeping modules, the application of these modules in his school, and the students' reactions to them. (MF)

Descriptors: *Accounting/ *Bookkeeping/ Business Education/ Career Development/ *Curriculum Development/ Learning Modules/ Secondary Education/ *State Curriculum Guides/ Student Reaction

Identifiers: *New York

EJ192138 CG515412
An Evaluation of a Career Development Seminar Using Crites' Career Maturity Inventory.
Ganster, Daniel C.; Lovell, John E.
Journal of Vocational Behavior, v13 n2 p172-80 Oct 1978 Oct78
Language: ENGLISH

Holland's theory served as a basis for designing a 15-hour career development seminar for 24 undergraduate students. Seminar participants evidenced significant improvement over 22 control students on four of the six scales of the Career Maturity Inventory. (Author)

Descriptors: *Career Development/ College Students/ *Counseling Programs/ Higher Education/ Research Projects/ Student Seminars/ *Vocational Counseling

Identifiers: *Career Maturity Inventory

EJ190467 EA510469
Taking the Mystery Out of Career Development.
Fazel, Mohammed
Personnel, v55 n2 p46-53 Mar-Apr 1978 78
Language: ENGLISH

The experience of the internal audit division of a large wholesale bank demonstrates how managers can help their employees translate their potential into reality. The resulting gain in personal competence not only furthers individual careers, but also creates incentives for employees to assist the organization in attaining its objectives. (Author/IRT)

Descriptors: *Career Development/ *Program Descriptions

EJ190466 EA510468
Career Development: An Integration of Individual and Organizational Needs.
Aplin, John C.; Gerster, Darlene K.
Personnel, v55 n2 p23-29 Mar-Apr 1978 78
Reprint: UMI
Language: ENGLISH

Both employees and their organizations need career development programs. An effective career development process has three interrelated phases: assessment, transition or individual development, and integration. (Author/IRT)

Descriptors: *Career Development/ *Program Development

EJ189258 JC501695
Occupational Programs for the Restaurant/Hotel Business
Riegel, Carl D.; Hoenninger, Ronald W.
Community College Review, 6, 1, 36-9 Sum 78
Reprint Available (See p. vii): UMI
Language: English
Describes the development of a Hotel and Restaurant Management Program, designed to provide career training, develop educational opportunities, and provide a forum through which the continuing education needs of the local hospitality industry could be assessed and evaluated. (TP)
Descriptors: *Junior Colleges/ *Vocational Education/ *Hotels/ *Food Service Industry/ Community Colleges/ Career Development/ Adult Education/ Foods Instruction/ Program Development/ School Industry Relationship
Identifiers: *Hotel Restaurant Management/ Hospitality Industry

EJ112251 CG508268
A Career Education Program for Visually Handicapped Students
Woal, S. Theodore
Vocational Guidance Quarterly, 23, 2, 172-177ha Dec 74
Article discusses the transcription into Braille of the "Room to Grow" program, which gives handicapped students a means for developing career education insights in both affective and cognitive areas. (Author)
Descriptors: *Career Education/ *High School Students/ *Visually Handicapped/ *Career Awareness/ Counseling Programs/ Secondary Education
Identifiers: *Career Development

EJ100655 CE501406
Rehabilitation Counseling--A Decisive Approach: Special Skills Training Needed
Anthony, William A.; And Others
Journal of Rehabilitation, 40, 3, 18-20 May/Jun 74
Descriptors: *Rehabilitation Counseling/ *Counselor Training / *Counselor Functions/ *Counselor Performance/ *Skill Development/ Problem Solving/ Program Development/ Community Development
Identifiers: Career Development

EJ039561 VT502495
Industrial Arts as Enterprise
Sullivan, James A.
American Vocational Journal, 46, 3, 51-53 Mar 71
Enterprise is concerned with the design of exploratory experiences--activity centers on the acquisition and use of occupational information. (Author)
Descriptors: Career Planning/ *Industrial Arts/ Instructional Improvement/ *Instructional Innovation/ *Instructional Programs/ Occupational Choice/ Occupational Information/ Program Descriptions
Identifiers: *Career Development/ Enterprise

EJ038805 VT502496
Career Development: Who's Responsible?
Tennyson, W. Wesley
American Vocational Journal, 46, 3, 54-58 Mar 71
The author is concerned that the natural lifestyle displayed by young children not be distorted by the system." Who, then, is most fit to give leadership? (Editor)
Descriptors: *Leadership/ *Occupational Guidance/ Play/ *Program Development/ Relevance (Education)/ *Vocational Education
Identifiers: *Career Development

EJ037612 VT502455
Modifying Vocational Education Programs
Eaddy, Vanik S.
Agricultural Education Magazine, 44, 1, 18-19 Jul 71
This model was developed for a target group of grades nine through twelve in secondary schools having from 10 to 350 students to be served by vocational programs. (Editor)
Descriptors: *Career Planning/ *Curriculum Development/ Curriculum Planning/ Models/ Occupational Clusters/ Program Development/ *Rural Schools/ Secondary Grades/ *Vocational Education
Identifiers: *Career Development

FORMAT OF
RESOURCES IN EDUCATION (RIE)

Clearinghouse Accession Number

ERIC Document Number (ED#)

Title of Document

Sponsoring Agency (Organization responsible for the report)

Date Published

EDRS Price *

Descriptors (words which tell the contents of the document)

Abstract of Document

ED118935 CE006503

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

Penna Valley Area School District, Spring Mills, Pa.: Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

Publ. Date: 30 Jun 74 Note: 27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. "MF"-microfiche, "HC"-hard copy. When "not available from EDRS," other sources are listed.

ED173637 CE022257

Employment of the Educable Mentally Retarded Who Have Received High School Occupational Education.

Tarrier, Randolph

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Jun 78 79p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.: CASE-9-78

Grant No.: VEA-CO-77-C-8A3

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Geographic Source: U.S./ New York

A state-of-the-art study was developed to describe the present status of the job placement procedures for educable mentally retarded (EMR) students who have received high school occupational education in New York State. Fifty-four local school superintendents were contacted to participate in the study. Forty-four board of cooperative education services (BOCES) sites, the five largest cities, and the second five largest cities were included. This sample represented 90% of the EMR students in high school. Questionnaires were mailed to each participant, and site visits were arranged for "types" of placement procedures. Thirty-seven questionnaires were returned. Through site visits and extended interviews with staff in thirteen locations representing nine school systems, additional data were collected. To analyze and describe the data, two models were developed: (1) models of delivery describing the developmental nature of occupational education experience which leads to job placement and (2) models of placement which describe the different modalities of placement in New York State. No uniform pattern of placement and follow-up was found in the state. Each program has evolved a system of placement determined by local conditions. Taken collectively, a developmental process leading to successful job placement is apparent--students are exposed to vocational education when they enter high school, they continue into exploratory courses on skill development, and eventually are placed in full-time jobs. (The survey questionnaire is included.) (Author/CSS)

Descriptors: Career Development/ Cooperative Education/ Delivery Systems/ *Educable Mentally Handicapped/ Field Interviews/ *Job Placement/ Job Training/ Mainstreaming/ *Models/ *Program Development/ School Superintendents/ School Visitation/ Secondary Education/ *Vocational Education/ *Vocational Followup

Identifiers: *New York

ED172101 CG013543

CCIS: A Career Resource Center Case Study.

Human Conservation Associates, Inc., Tallahassee.

10 Dec 78 220p.; Not available in paper copy; Parts marginally legible due to colored background ; Document prepared in Cooperation with the Curriculum-Career Information Services, Florida State University, Tallahassee

Sponsoring Agency: Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Grant No.: 7-2F01

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Florida

A detailed case study of the Curricular-Career Information Service (CCIS) at Florida State University is presented. The information collected is expected to promote improvements in services offered by CCIS; provide guidelines for other professionals contemplating the development of similar career centers; and provide basic "hard" data necessary for program planning by state and federal career development and career education administrators. The report is divided into six major sections: (1) project description, detailing goals, activities and outcomes; (2) evaluation methodology, outlining some of the less traditional methods used; (3) description of CCIS services, including in-house, outreach, indirect and training services; (4) staffing, facilities and funding; (5) process evaluation, containing seven short reports of specific projects; (6) impact evaluation, containing faculty awareness surveys and single case studies; and (7) conclusions and recommendations. Appendices list and present a variety of additional resources. (Author/BP)

Descriptors: *Career Development/ Counseling Goals/ *Delivery Systems/ *Evaluation Methods/ Higher Education/ Occupational Guidance/ *Program Effectiveness/ *Program Evaluation/ *Resource Centers/ Resource Materials

Identifiers: *Florida State University

ED172004 CE021896

Career Education in the Arts. A Report from the Center for Career Education in the Arts.

Carroll, Karen Lee

Rhode Island State Council on the Arts, Providence.

77 84p.; For related documents see CE 021 897-900 ; Best copy available

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH60322

Contract No.: 300-76-0417 Grant No.: CAN-2006606

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Geographic Source: U.S./ Rhode Island

Government: State

This report describes the Center for Career Education in the Arts' (CCEA) alternative training program for artistically gifted and talented high school students interested in pursuing careers in the visual arts, dance, music, theatre, and writing. Following an introduction, hypothesis statement, and identification of project goals, the first of three sections presents a review of the project setting, planning procedures, staff involvement, and pilot semester evaluation. Section 2 describes the activities used in implementing the curriculum goals which were to develop (1) the students' self-knowledge and understanding, (2) students' knowledge about work, (3) decision making skills, and (4) parents' understanding of their child's talents and values as related to career decision making. For each goal specific objectives are stated and activities are described. The third section contains an abstract of the third party evaluation, selected statements from students, and a retrospective review of the career education sequence as seen by students and faculty. The evaluation abstract states that the program was successful in increasing students' positive attitudes towards themselves and towards work in arts; and career decision making skills were increased. Conclusions and recommendations are also presented. (LRA)

Descriptors: Advanced Programs/ Advanced Students/ *Art Education/ Career Awareness/ Career Development/ *Career Education/ Career Planning/ *Curriculum Development/ Demonstration Programs/ *Gifted/ Occupational Aspiration/ Occupational Choice/ Parent Participation/ *Program Evaluation / Secondary Education/ Self Concept/ Self Evaluation/ *Talented Students/ Vocational Counseling/ Work Attitudes

Identifiers: Center for Career Education in the Arts RI

ED171997 CE021873

Instruction Manual: Career and Occupational Development Kit.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

71 66p.; Tables may be marginally legible

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Grant No.: 0-9-08771-2468(508)

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Geographic Source: U.S./ Colorado

This instruction manual was developed as a pilot by the National Assessment of Educational Progress (NAEP) to help educators conduct program and pupil evaluations and/or needs assessments in the area of career and occupational development (COD). An introduction presents the history of the National Assessment, explains the variety of uses for NAEP materials, and tells what is included in this assessment kit. The remainder of the manual is divided into four chapters. Chapter one contains the COD objectives, samples of the assessment items developed from these objectives, a description of the item format, general guidelines for using these materials, and guidelines for modifying the items and for generating other evaluation items. Chapter two provides instruction for administering the items, and chapter three provides instructions for using the results. Guidelines for scoring the items and tallying the results are presented in chapter four. The following information is appended: a discussion of survey sampling; a table of the items showing administration type, scoring type, and timings; definitions for NAEP reporting groups; and NAEP scoring rules for open-ended items. (BM)

Descriptors: *Career Development/ *Educational Assessment/ *Educational Objectives/ National Surveys/ *Program Evaluation / *Scoring Formulas/ Test Construction/ *Testing/ Test Interpretation/ Test Items

ED171952 CE021478
Career Planning Programs for Women Employees: Prototype Programs. Research and Development Series No. 137.
Vetter, Louise; And Others
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
77 74p.; For related documents see CE 021 475-477
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007604056
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ Ohio

A project was conducted to develop three prototype comprehensive career planning programs and to offer those prototypes as models that could be used by both educators and personnel directors who are interested in helping employed women improve their occupational status. A national survey of programs in operation in community and junior colleges and in business and industry provided the basis for the development of a modified delphi instrument that was submitted to a panel of experts for their evaluation and recommendations. Instrument items consisted of possible career planning activities and various procedures for facilitating the implementation of a career planning program. Among the panel's conclusions were these: (1) a majority of the individual career planning activities are considered to be very important for inclusion within any programmatic effort to assist employed women in their career planning and developmental goals, and (2) those career planning activities that seem to be directed more at improving the knowledge and skills of employed women were judged to be more important than those various activities that related to women's individual personal needs. Development suggestions for career planning programs for employed women make up the bulk of the document. (CT)

Descriptors: *Career Development/ *Career Planning/ College Programs/ Employer Employee Relationship/ *Program Design/ *Program Development/ Reports/ Research/ Womens Education/ *Working Women

ED171918 CE020306
Updating Promising Practices in Oregon Career and Vocational Education. Final Report.
Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
28 Feb 79 36p.; Appendix A will not reproduce well due to small print; For related ducuments see ED 130 139, ED 130 140, and ED 145 143
Sponsoring Agency: Oregon State Dept. of Education, Salem.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ Oregon

A project was undertaken to update a handbook entitled "Promising Practices in Oregon Career and Vocational Education" (ED 130 140), which covered the vocational research and exemplary projects conducted during fiscal years 1970 through 1975. (An update was published previously for fiscal 1976--see ED 145 143.) Twenty such projects conducted during fiscal 1977/78 were identified for possible inclusion and were then judged according to significance of educational problem, effectiveness of performance, and transportability. Out of the twenty, eight were found to satisfy these requirements and were included in the handbook update. The educational levels impacted ranged from elementary to postsecondary, and the areas impacted included career awareness, exploration, and specialization. besides thorough documentation, the eight chosen projects were characterized by staff commitment and continuity of key project staff. Other innovations considered "promising practices" focused on handicapped students and the reduction of sex bias and sex-role stereotyping. Based on the selection process, it was concluded that (1) greater attention needs to be paid to planning, implementing, and managing projects and their evaluation; (2) adequate documentation is required; (3) more projects would have qualifited if they had accomplished all of their objectives; (4) funding of $5,000-$15,000 appears to provide optimum results; and (5) more projects should address the needs of the handicapped and disadvantaged and should provide documentation to substantiate efforts to reduce sex bias and sex-role stereotyping. (ELG)

Descriptors: Career Development/ *Career Education/ *Demonstration Projects/ Documentation/ Educational Finance/ Educational Innovation/ *Educational Research/ Elementary Secondary Education/ Evaluation/ Instructional Staff/ Postsecondary Education/ Program Development/ *Program Effectiveness/ *Vocational Education
Identifiers: *Oregon

ED171808 UD019231

Three Year Report, 1975-1978. Exemplary Project.. Lewiston Job Development, Placement and Follow-Up.

Lewiston School District, Maine.

12 Jun 78 151p.; Some pages may be marginally legible due to print quality of the original document; For related documents, see UD 019 232-234

Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Geographic Source: U.S./ Maine

Addressed in this report are the major proposal objectives, activities, and accomplishments of the Lewiston High School job placement program. Particular attention is given to the employment opportunities, pre-employment skill training, and career-related supportive services provided by the project for Lewiston's day students, adult education students, recent graduates and dropouts. Project activities which were geared to preparing all interested participants with experiences that would facilitate their entry and advancement in the world of work are described. Included are descriptions of needs assessment activities, community agencies' cooperation, personalized help in resume writing and job interviewing, and counseling and job referral services. Follow-up activities which were designed to monitor the job performance of placements, provide continuing contact with employers, and collect data on curriculum effectiveness are also described. Recommendations for improving and continuing the success of the project are made. Samples of flow charts and forms used during the course of the project and third party evaluations for each year of the project are appended. (Author/EB)

Descriptors: *Career Development/ Community Cooperation/ Employment Opportunities/ *Employment Programs/ Employment Services/ *High School Students/ *Job Placement/ *Job Search Methods/ Program Evaluation/ Secondary Education/ *Student Employment/ Vocational Counseling

ED170681 CG013513

Vocational Programming for Chronically Disruptive Youth. Treatment of Delinquency Series, Chapter 5.

Miller, Sidney R.; D'Alonzo, Bruno J.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

75 69p.; For related documents see CG 013 509-518

Available from: Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Geographic Source: U.S./ Pennsylvania

The fifth part of a 10-part series, this report was compiled by the Educational Development Center at Wilkes College. The series deals with various aspects of the treatment of delinquents and is intended as a summary of research findings in each of the areas treated. Each report was prepared by a scholar-practitioner and is presented in a way that will be of value to professionals who deal both directly and indirectly with the treatment of delinquent youths. The report is, in fact, one manuscript of 627 pages; however, to make it more easily used, it is published in 10 separate parts. A detailed table of contents for the entire series is presented at the end of each part. This part deals with developing vocational programs for chronically disruptive youth. It includes diagnostic and management procedures, programming steps, ways to develop a personalized vocational cluster, methods of assessment, and other topics. A description of a model program concludes the paper. (Author)

Descriptors: Behavior Problems/ *Career Development/ *Delinquent Rehabilitation/ *Delinquents/ *Occupational Guidance/ *Program Development/ *Vocational Interests/ Youth Problems

ED170588 CE021456
Career Development 1974.
Baruth, Leroy G.; Rotter, Joseph C.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
74 82p.: Photographs in this document will not reproduce well
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: U.S./ South Carolina
Government: State

Programmed materials are presented for teachers and administrators who want to become more familiar with the concept of career development in South Carolina. The package's two major goals are (1) to provide the learner with conceptual knowledge of career development and (2) to identify career development elements and objectives. Under the first goal are five objectives: to know what career development is, to identify the need for career development, to understand central issues involving career development, to identify your responsibilities on the career development team, and to prepare for career development implementation. Contained in these objectives are questions, exercises, a composite inventory, and a summary. For goal 2, seven basic elements inherent in career development implementation are identified: self-knowledge, decision-making, educational awareness, career awareness, economic awareness, social awareness, and attitudes and appreciations. Under each element are listed various objectives. Finally, the package depicts a suggested objectives-activities matrix. (CSS)

Descriptors: Career Awareness/ *Career Development/ Decision Making/ Economics/ Educational Attitudes/ Educational Objectives/ Elementary Secondary Education/ Interpersonal Competence/ *Learning Modules/ *Multiple Choice Tests/ Program Development/ Programed Materials/ Self Concept/ Student Attitudes/ *Teacher Education
Identifiers: *South Carolina

ED170545 CE020700
Career Education Implementation Samples (4-6 Kit).
Kentucky State Dept. of Education, Frankfort. Div. of Guidance Services.
65p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ Kentucky
Government: State

Twenty sample career education implementation plans for grades 4-6 are included in this document. Goals, objectives, activities, and potential resources are identified for the following six areas: personal development, career and occupational awareness, economic understanding, citizenship, family life, and human relations. The career education legislation enacted by the commonwealth of Kentucky precedes the plans and defines each of the six areas. (BM)

Descriptors: Career Awareness/ *Career Development/ *Career Education/ Citizenship Responsibility/ Economic Education/ Educational Legislation/ Educational Objectives/ Educational Resources/ Elementary Education/ Family Life Education/ Human Relations/ Individual Development/ Learning Activities/ Program Development/ *Program Planning
Identifiers: *Kentucky

ED170504 CE020233

Project Match; Ontario-Montclair School District, Ontario, California. A Submission to the Joint Dissemination Review Panel.

Baker, Octave V.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

28 Feb 78 12p.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Report No.: AIR-66700-2/78-TR1(10)

Contract No.: 300-77-0303

EDRS Price - MF01/PC01 Plus Postage.

Language: English

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education and Welfare's Joint Dissemination Review Panel (JDRP), Project MATCH (Matching Attitudes and Talents to Career Horizons) is being conducted for grades K-8 in Ontario, California. For the years 1974-78, it received federal funding under ESEA Title IV-C. Developed to infuse career education into the regular curriculum, the project covers ten areas: career awareness, self-awareness, attitude development, educational awareness, economic awareness, consumer competencies, career orientation, career exploration, career planning and decision making, and civic responsibilities. One hundred and ten infusion units have been developed as well as the following five special programs: Simutown, Individualized Reading Center Program, English Course of Study, Citizen Apprentice Program, and Individualized Learning Activity Packages. To evaluate the project's effectiveness, four project-developed career education tests were administered to both treatment and control students in each grade. Based on the test results and the large sample used in the tests, it was concluded that the project produces educationally significant results. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 214-215.) (ELG)

Descriptors: Articulation (Program)/ *Career Development/ *Career Education/ Career Planning/ Educational Finance/ Educational Objectives/ Elementary Education/ Evaluation Methods/ Junior High Schools/ Program Costs/ Program Development/ *Program Effectiveness/ *Program Evaluation/ Validated Programs

Identifiers: *Project MATCH

ED170502 CE020223

Project CERES. Ceres Unified School District, Ceres, California. A Submission to the Joint Dissemination Review Panel.

Baker, Octave V.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

30 Apr 78 11p.; For related documents see ED 162 103 and CE 020 214-215

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Report No.: AIR-66700-4/78-TR1(6)

Contract No.: 300-77-0303

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Geographic Source: U.S./ California

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), Project CERES (Career Education Responsive to Every Student) is being conducted for grades K-6 with planned expansion to grades 7-12. For the years 1972-76, it received funding from federal grants. In order to infuse career education concepts into the elementary and secondary curriculum and to develop an articulated curriculum that would provide for student attainment of career education goals, project staff developed a Career Education Matrix to establish instructional goals, student objectives, and staff responsibilities. Ten areas of career education are covered by the Matrix: career awareness, self awareness, career preparation, educational awareness, career planning and decision making, attitude development, economic awareness, career orientation, consumer competencies, and career exploration. To evaluate the project's effectiveness, the Primary and Intermediate Career Objectives Tests were administered in 1973-74 to sixteen elementary classes evenly divided between treatment and control groups. Based on the significantly higher scores of the treatment groups, it was concluded that the project produced educationally meaningful results in career education. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

Descriptors: Articulation (Program)/ *Career Development/ *Career Education/ Curriculum Development/ Educational Finance / Educational Objectives/ Elementary Secondary Education/ *Evaluation Methods/ Program Costs/ Program Development/ *Program Effectiveness/ *Program Evaluation/ Program Validation/ Validated Programs

Identifiers: *Project CERES

ED170500 CE020221
Developmental Career Guidance Project, Pima County, Arizona. A Submission to the Joint Dissemination Review Panel.
McBain, Susan L.; Jung, Steven M.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Jun 78 12p.; For related documents see ED 162 099 and CE 020 214-215
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Report No.: AIR-66700-6/78-TR1(2)
Contract No.: 300-77-0303
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), the Developmental Career Guidance Project for grades K-12 is being conducted in Pima County, Arizona. For the years 1971-75, it received its funding primarily from the Arizona State Department of Education. Based on the Arizona Career Education Matrix, it covers seven areas: self-awareness, career awareness, decision making, employability skills, educational awareness, economic awareness, and appreciations and attitudes. At the elementary level, curriculum activities focus on self-awareness, self esteem, and an introduction to jobs; at the junior high level, on greater study of occupations and decision-making skills; and at the high school level, on student's exposure to work and work environments. A Community Resource Center was established in Tucson and coordinates community and parent involvement. To determine the project's effectiveness, a third-party evaluator administered a Careers Test to 2,500 students in grades 4-12, evenly divided between schools with high and low implementation of career education. An impressive difference was found between the test results of the two groups, indicating the effectiveness of the project in achieving its goals and recommending its replication elsewhere. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

Descriptors: *Career Development/ *Career Education/ Community Involvement/ *Curriculum Development/ Educational Finance/ Educational Objectives/ Elementary Secondary Education/ Evaluation Methods/ Learning Activities/ Program Content/ Program Costs/ Program Development/ *Program Effectiveness/ *Program Evaluation/ Program Validation/ Validated Programs
Identifiers: *Developmental Career Guidance Project

ED170499 CE020220
Career Development Program. Akron Public Schools, Akron, Ohio. A Submission to the Joint Dissemination Review Panel.
McBain, Susan L.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
30 Apr 78 12p.; For related documents see ED 162 098 and CE 020 214-215
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Report No.: AIR-66700-4/78-TR1(1)
Contract No.: 300-77-0303
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California

One of seven career education programs chosen for nationwide dissemination by the Department of Health, Education, and Welfare's Joint Dissemination Review Panel (JDRP), the Career Development Program is being conducted for grades K-10 in Akron, Ohio. For the years 1971-75, it received funding from federal, state, and local sources. Based on the Ohio Career Development Model, it seeks to familiarize students with seven areas: the self, economics, the world of work, decision-making, the individual and the environment, education and training, and employability and work adjustment. In grades K-6, curriculum activities were selected for career motivation, in 7-8 for career orientation, and in 9-10 for career exploration. To evaluate the program's effectiveness, cognitive and affective tests were administered to 250 non-program students at four different grade levels. Besides comparisons between participating and non-participating students, subgroup comparisons were made according to sex, racial background, and academic orientation. Because of the large number of students tested and the consistent results achieved, the program is considered to be educationally meaningful, effective in achieving its goals, and an important educational effort. (The review process that this and the other six projects underwent prior to JDRP submission and approval is described in CE 020 214-215.) (ELG)

Descriptors: *Career Development/ *Career Education/ Curriculum Development/ Educational Finance/ Educational Objectives/ Elementary Secondary Education/ *Evaluation Methods/ Learning Activities/ Program Content/ Program Costs/ Program Development/ *Program Effectiveness/ *Program Evaluation/ Program Validation/ Validated Programs
Identifiers: *Career Development Program

ED170463 CE018666

Guide to Competency-Based Education for Business and Office Occupations. A Catalog of Bookkeeping/Accounting, Clerical/Secretarial, and Data Processing Skills Which Your Students Need to Get a Job and to Keep It.

New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.

Jul 77 154p.; Parts may not reproduce clearly due to colored background

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ New Mexico

Government: State

This curriculum guide was developed to help administrators develop a competency-based postsecondary curriculum to prepare students for employment in business and office occupations. The content is in five sections. The first one introduces the concepts and techniques of competency-based education and includes some sample forms, such as student progress charts and instructor's schedules. Each of the next three sections presents the core competencies and job skills along with prerequisite knowledge (subject matter student must know to fulfill the competency) for one job cluster. The three job clusters covered are bookkeeping/accounting (includes bookkeeping clerk, full charge bookkeeper, accountant, and internal auditor/controller), data processing (includes key entry operator, data control clerk, data processing trainee, and programmer), and clerical/secretarial (includes receptionist clerk-typist, word processor, clerk-stenographer, secretary, and administrative secretary). An outline of the vocational competencies and liberal arts subjects required for an associate degree in secretarial administration is included. The last section covers the employment outlook for several occupations within the three job clusters and for each occupation includes a description of work, helpful personal traits, training, salary, and employment outlook in the United States, New Mexico, and Albuquerque. (EM)

Descriptors: Accounting/ *Behavioral Objectives/ Bookkeeping / *Business Skills/ Career Development/ Clerical Occupations/ Course Content/ Data Processing Occupations/ Employment Opportunities/ *Job Skills/ *Occupational Information/ *Office Occupations Education/ *Performance Based Education/ Postsecondary Education/ State Curriculum Guides/ Vocational Education

Identifiers: *New Mexico (Albuquerque)

ED170427 UD019384

Training Guide: Sex Equity in Leadership Development Project, 1977-1978.

Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.

Aug 78 77p.; For a related document, see UD 019 385

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Geographic Source: U.S./ Massachusetts

Presented in this guide are summary descriptions of programs developed by several institutes to: (1) assist educators in examining their personal attitudes, biases, and behaviors vis-a-vis the changing roles of males and females; (2) encourage participants to take responsibility for the consequences of their behavior; (3) assist educators in developing plans for the practical application of curriculum and career development approaches that promote sex equity and leadership development; and (4) identify and develop sex equity and leadership development and support mechanisms in school districts. The objectives, procedures, resources, and specific strategies and activities developed and implemented by the respective institutes in training sessions to deal with various aspects of these project goals are presented. Specific topics addressed include socialization, sex role stereotyping, male/female socialization, values clarification, textbook bias, self awareness, career development, communication skills and curriculum analysis. (Author/EB)

Descriptors: Career Development/ Discriminatory Attitudes (Social)/ *Equal Opportunities (Jobs)/ Females/ Higher Education/ *Institutes (Training Programs)/ *Leadership Training/ Males/ *Nondiscriminatory Education/ *Program Development/ *Sex Discrimination/ Sex Role/ Sex Stereotypes/ Teacher Education/ Textbook Bias

Identifiers: *Civil Rights Act 1964 Title VI

ED169247 CE020074
Project CDCC: A Michigan Demonstration Project.
Coloma Community Schools, Mich.
75 57p.: For related documents see ED 162 102 and CE 020 072-101
Sponsoring Agency: Michigan State Dept. of Education, Lansing.
Contract No.: 300-77-0303
Available from: Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 (set of 27 units, $55.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Michigan

The various segments of Project CDCC: Career Development Centered Curriculum are explained in this collection of fact sheets, which serves as an introduction to the K-6 project. Background information, goals, objectives, and the advantages of Project CDCC are introduced in the primary fact sheet. Another sheet, the CDCC Curriculum Units, contains a brief description of what a sample unit includes, and it also lists the unit titles for each grade level and the focus of each unit. On the evaluation data sheet, statistics are presented which illustrate how the 1975-76 group of students attained project objectives in mathematics and reading. The sheet on installation information includes such phases as adopting district requirements, training, and costs. A table presents the adoption process from awareness to installation, including such elements as demonstration site role and potential adopter procedure. Other fact sheets focus on dissemination, initiating the adoption process, a checklist of adoption steps, unit planning and implementation, sample evaluation activity, field trips, role models, teacher training, role-playing/simulation, and concluding notes. (CT)

Descriptors: *Career Development/ *Career Education/ Demonstration Programs/ *Elementary Education/ *Elementary School Curriculum/ Field Trips/ Information Dissemination/ *Program Design/ Program Evaluation/ Role Models/ Role Playing / Teacher Education/ Validated Programs

Identifiers: Career Development Centered Curriculum Project/ Education Amendments 1974/ Michigan (Coloma)

ED169246 CE020073
Project CDCC: A Michigan Demonstration Project.
Coloma Community Schools, Mich.
77 19p.: For related documents see ED 162 102 and CE 020 072-101
Sponsoring Agency: Michigan State Dept. of Education, Lansing.
Contract No.: 300-77-0303
Available from: Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ Michigan

This report presents an overview of Project CDCC (Career Development Centered Curriculum), a curriculum-based career development program for students in grades K-6. The program's purpose, approach, definitions, and model are described. The approach stresses integrating career awareness with existing subject matter as well as building into the curriculum an approach to self-awareness. Also, learning activities are linked to performance objectives for which there are evaluation techniques. Career development goals and tasks (for K-3 through K-12) are presented for each of the three CDCC program elements: (1) life-role understanding (occupational, avocational, family, and civic), (2) decision-making skill development and utilization, and (3) realistic self-concept formation. Another part of the program's framework, the Occupational Clustering system, is diagrammed. Also, to illustrate the interdependence of project framework parts, the CDCC program design considerations are diagrammed. The format of the four sections contained in each of the twenty-seven curriculum units is described. In conclusion, the project's staff training, program evaluation, and program development elements are summarized. (CSS)

Descriptors: *Career Awareness/ *Career Development/ Career Education/ Career Exploration/ Career Planning/ *Curriculum Development/ Decision Making/ Demonstration Programs/ Developmental Tasks/ Educational Objectives/ Elementary Secondary Education/ *Models/ Occupational Clusters/ *Program Design/ Program Development/ *Self Concept/ Skill Development/ Validated Programs

Identifiers: Career Development Centered Curriculum Project/ Education Amendments 1974/ Michigan (Coloma)

ED169245 CE020072

Project CDCC: Coloma Community School District, Coloma, Michigan. A Submission to the Joint Dissemination Review Panel.

Kaplan, Carol B.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

28 Feb 78 12p.; Tabular information in this document will not reproduce well due to small print; For related documents see ED 162 102 and CE 020 073-101

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Report No.: AIR-66700-2/78-TRI(5)

Contract No.: 300-77-0303

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Geographic Source: U.S./ California

Project CDCC (Career Development Centered Curriculum) provides career development instruction to rural, elementary-level students. The objectives are to help students demonstrate increased awareness of life roles, formulate realistic self-concepts, and develop and use decision-making skills. Through a process which included testing and refinement, twenty-seven units containing 141 performance objectives were developed to integrate career awareness into existing subject material. The units include learning and practice in math, communication arts, science, and social studies; they employ various teaching strategies and techniques, such as activity sheets, classroom discussion, audiovisuals, role playing/simulation, and field trips. The materials were pre- and posttested using (1) a field test site (up to four years of student exposure and units taught between testing periods), (2) an experimental site (one year of student exposure and units taught between testing periods), and (3) a control site (units not taught between testing periods). There were substantial posttest performance differences between experimental groups and the control group in favor of the former. Also, greater results were shown at any grade level if the students had taken the CDCC units at lower level. Educational assessment data indicated that implementing career education activities did not hurt academic achievement. (CSS)

Descriptors: Academic Achievement/ Career Awareness/ *Career Development/ Career Education/ Career Planning/ Comparative Analysis/ Costs/ *Criterion Referenced Tests/ *Curriculum Development/ Curriculum Evaluation/ Decision Making/ Demonstration Programs/ *Educational Research/ Elementary Education/ Field Studies/ Fused Curriculum/ Methods Research/ *Program Development/ Program Effectiveness/ Role Perception/ Self Concept/ *Test Results/ Validated Programs

Identifiers: Career Development Centered Curriculum Project/ Education Amendments 1974/ Michigan (Coloma)

ED169242 CE019885

Youth Employment and Training Act of 1977. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress. First Session on S. 1242, H.R. 2992 (April 20, 21, and 22, 1977).

Congress of the U.S., Washington, D.C. Senate Committee on Human Rescurces.

78 609p.; Not available in hard copy due to small print in the original document

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ District of Columbia

Government: Federal

This report contains the hearings for the 1977 Youth Employment and Training Act. The act is designed to approach the problem of youth unemployment. The hearings begin with opening statements by Senator Jacob Javits, who emphasizes three major points of the proposed amendments: (1) the need for greater targeting of programs to the disadvantaged; (2) the importance of improving education and work linkages by providing incentives for cooperation between prime sponsors and local education agencies in administering in-school youth employment and training programs; and (3) the need to develop at national and state levels occupationally and geographically relevant occupational information and career development systems which provide information to in-school and out-of-school persons. Texts are presented of Senate Bill 1242, which provides for youth employment and training opportunities, and House Role 2992, an Act, which authorizes 1978 appropriations for carrying out the Comprehensive Employment and Training Act as amended. Statements from witnesses are provided chronologically for each of the three hearing days. Various statements from associations and individuals are also included. Additional information is provided in terms of relevant articles and publications and communications to and from concerned individuals. (CSS)

Descriptors: Career Development/ *Disadvantaged Youth/ Dropout Programs/ *Educational Opportunities/ Educational Programs/ *Employment Opportunities/ *Federal Legislation/ Federal Programs/ *Job Training/ Occupational Information/ Program Development/ Student Employment/ Unemployment/ Youth Employment/ Youth Opportunities/ *Youth Programs

Identifiers: Comprehensive Employment and Training Act/ Congress 95th/ Senate Bill 1242/ *Youth Employment and Training Act 1977

ED169239 CE019709

The Conceptualization, Development and Implementation of a Comprehensive Guidance Model. Georgia Comprehensive K-14 Career Guidance Project. Final Report. July 1, 1975 through June 30, 1977.

Vail, Paul

Georgia State Dept. of Education, Atlanta. Div. of Guidance, Counseling and Testing.

Jul 78 338p.; Not available in hard copy due to reproducibility problems; For related documents see ED 160 835-851

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH50072

Grant No.: G007500339

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Georgia

Government: State

A project was conducted to develop, test, and implement a comprehensive program for Georgia school systems, grades K-14. The target population included regular students, students with special needs, out-of-school youth, and adults experiencing career problems. Project objectives were to develop a K-14 guidance model, develop a state/local management system to deliver a comprehensive guidance program, and provide for a formative evaluation of existing and proposed materials. Sixteen, and eventually thirty, sites implemented the 7-12 guidance project. Three selected model sites implemented 7-12 components and were later joined by two other sites that implemented K-6. The Asche Matrix, based on knowledge/awareness of self, work, education, and decision-making formed the foundation for the guidance model's development. New materials were developed for the elementary and adult components. Two important project results were the development of elementary guidance materials and state level management procedures. Third-party evaluation of the process objectives audit, guidance model assessment, and 1975-76, 1976-77 staff development evaluations revealed that the audit and assessment objectives were most fully completed; staff development components were incomplete. Overall, a balanced evaluation was made. (Appendixes include career guidance materials; the Asche Matrix goals, support services proposal, processes review, evaluation and needs assessment instruments, K-14 model, and resources.) (CSS)

Descriptors: Career Development/ Career Planning/ *Comprehensive Programs/ Conceptual Schemes/ Curriculum Development/ Curriculum Evaluation/ Decision Making/ Demonstration Projects/ Developmental Tasks/ Elementary Secondary Education/ Guidance Programs/ Management Systems/ *Models/ Needs Assessment/ Objectives/ *Occupational Guidance/ Occupational Information/ Postsecondary Education/ *Program Development/ Program Evaluation/ Self Actualization/ Staff Improvement/ State School District Relationship/ Task Analysis / *Vocational Counseling/ Vocational Education

Identifiers: Asche Matrix/ Georgia Career Development Matrix

ED169231 CE019665

Career Education Infusion with Language Arts/Science Project. Final Report.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Sep 78 34p.; The final appendix section may not reproduce well due to faint print; For related documents see CE 019 666-672

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: OE-24-000-174

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Geographic Source: U.S./ Oregon

Government: State

To infuse career education with language arts and science, a task force of Oregon educators developed, evaluated, and finalized a set of seven career education competencies for secondary language arts and science teachers, 7-12. These competencies cover the following areas: attitudes toward life and careers; job search method and job adjustment; community resources; parent involvement; relationship of language and science areas to careers; communication skills; and career choices in relation to abilities and interest. A curriculum team of educators developed, field tested, and finalized a set of instructional material packages (CE 019 666-672) based on the seven career education competencies. An instructional team trained twenty-five secondary language arts and science teachers to function as a statewide cadre to conduct inservice training sessions for interested local education agencies. Evaluation was built into each major stage of the project. The final stage, involving the actual cadre training sessions, was assessed by a third-party evaluator. (Evaluation instruments and a summary of the results are appended.) (Author/BM)

Descriptors: Career Development/ *Career Education/ Communication Skills/ Community Resources/ *Curriculum Development/ *Fused Curriculum/ *Inservice Teacher Education/ Job Search Methods/ *Language Arts/ Parent Participation/ Program Evaluation/ School Cadres/ *Science Education/ Secondary Education/ Teacher Developed Materials/ Vocational Adjustment/ Work Attitudes

Identifiers: Oregon

ED169224 CE019276

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report.

Northwest Tri-County Intermediate Unit, Edinboro, Pa.

Sep 77 154p.; Photographs in this document, plus Appendix K materials, will not reproduce well; For related documents see ED 132 284, ED 138 786 and ED 163 166

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Grant No.: 300-76-0300

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Geographic Source: U.S./ Pennsylvania

Government: State

Progress toward four stated objectives in a K-12 career education project was determined after examining the field testing results of students, interviews, and data analysis. Satisfactory progress was made toward objective 1: revising, expanding, and refining two computer retrieval career education units. On a developer questionnaire teachers reacted favorably to the unit revision objective. (Field testing was not completed during the project.) Objective 2, evaluated as successful, was to demonstrate a computer-retrieval system to be used as a teacher aid in individualizing and integrating the units. User questionnaire responses indicated generally that teachers favorably reacted to unit materials, methodology, and content. Objective 3, to demonstrate that the units meet students' academic and career development needs, was evaluated using control and experimental groups in a pretest and posttest design. The basic conclusion was that the career education unit was an effective means for increasing achievement in career knowledge at the elementary level. The final objective was to provide inservice training to school personnel and community representatives. Implementation of a course, "Orientation and Implementation of Career Education, K-12," was evaluated as a positive step toward achieving this objective. A questionnaire revealed that the staff considered the course a successful undertaking. (Appendixes include evaluation instruments. (CSS)

Descriptors: Academic Achievement/ Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ Career Planning/ *Curriculum Development/ Demonstration Programs/ Educational Improvement/ Educational Objectives/ Elementary Secondary Education/ *Evaluation Methods/ Inservice Teacher Education/ Management Systems/ *Program Effectiveness/ *Program Evaluation/ *Program Improvement/ Staff Improvement/ Student Evaluation/ Student Opinion/ Teacher Attitudes

Identifiers: Education Amendments 1974/ Pennsylvania (Tri County Region)

ED169223 CE019269

Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium.

Florida Career Education Demonstration Consortium, Tallahassee.

Jun 77 387p.; Not available in hard copy due to thin and broken type; For related documents see ED 132 284 and ED 138 786

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH60349

Grant No.: 300760277

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Florida

Three Florida counties (Broward, Orange, and Pinellas) formed a consortium for demonstrating the most effective methods and techniques in career education at the secondary level. A career education model was developed which was designed to provide (1) career awareness and exploration experiences for all students, 9-12; (2) alternative salable skills-oriented programs for probable dropouts, 9-12; (3) salable skills experiences for all students, 11-12; (4) guidance and counseling concurrent with instruction and skill development for all students, 9-12; (5) avenues for utilization at all levels of the material and human resources of the school and community; and (6) placement and follow-up services for all school graduates and leavers, 9-12. Several dissemination activities were conducted. Evaluation efforts focused upon student and demonstration/replication product and process objectives. Through a system of testing, student achievement was measured by instruments developed through Florida EPIC (Education Progress in Careers) Project. These instruments focused upon knowledge of the economic system, worker titles, job requirements and functions, career planning, considering careers, acquiring and maintaining a job, inventory of work skills, and attitudes toward school and careers. Student product information was also gathered through questionnaires and other instruments. (Evaluation results are reported for each of the three demonstration high schools. A major portion of this document contains appended materials, including lists of all objectives; descriptions of related projects, courses, and activities conducted at the demonstration schools; and publicity and conference materials.) (BM)

Descriptors: Career Development/ *Career Education/ *Consortia/ *Demonstration Programs/ Dropouts/ Guidance Services/ *Information Dissemination/ Job Skills/ Objectives/ *Program Development/ *Program Effectiveness/ *Program Evaluation/ Secondary Education/ Skill Development/ Student Attitudes/ Student Placement/ Vocational Counseling/ Vocational Followup

Identifiers: Education Amendments 1974/ Florida (Broward County)/ Florida (Orange County)/ Florida (Pinellas County)

ED169214 CE018258

Pathfinder: Exploration through a Cluster Structure Linking Business. Manpower Agencies. and Vocational-Technical Education by Broadening Information. Aspirations. and Career and Educational Opportunities. Second Interim Report.

Watertown Independent School District 1, S. Dak.

31 Aug 78 195p.; NOt available in hard copy due to poor print quality; for a related document see ED 146 358

Sponsoring Agency: Office of Education (DHEW). Washington, D.C.

Bureau No.: 502AH60061A

Grant No.: G08-76-00114

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ South Dakota

A three-year project. Pathfinder has concluded its second year of providing community-based, on-site career experiences to young people who have left high school either as graduates or dropouts and who wish to explore careers within a framework of occupational clusters. During the year from September, 1977, to August, 1978, 172 students received guidance, counseling, instruction in basic skills, or work experience. To evaluate the program's achievements for this time period, the following procedures were used: a followup survey of some previous year's clients; a pre- and post-assessment of development in basic skills, career knowledge, and decision-making; community site personnel questionnaires; interviews with second-year clients; and site visitations. Based on the evaluation data collected, it was concluded that (1) the project is functioning very satisfactorily; (2) the number of clients being served has increased significantly in the second year; (3) those who have completed the program indicate satisfaction with it; (4) participants' mathematical achievement levels were raised; (5) career counseling and assessment are considered particularly valuable; (6) the project staff has an excellent relationship with community site personnel; (7) dissemination efforts were increased; and (8) recordkeeping improved. Areas for future improvement include greater emphasis on basic English skills, a more efficient feedback system from former students, and the initiation of small group learning situations. (ELG)

Descriptors: Basic Skills/ *Career Development/ *Career Education/ Career Planning/ *Dropout Programs/ Experiential Learning/ Information Dissemination/ Occupational Clusters/ Occupational Guidance/ Postsecondary Education/ Program Development/ Program Evaluation/ *School Community Cooperation / School Industry Relationship/ Success Factors/ Vocational Counseling/ *Work Experience Programs/ Young Adults

Identifiers: Pathfinder

ED169211 CE017724

A Systems Management Approach to Career Education. Annual Report.

Community School District 18, Brooklyn, N.Y.

76 155p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50115

Grant No.: G007503739

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ New York

Elementary and junior high schools in Community School District 18 in Brooklyn, New York, participated in a project to develop and implement a comprehensive system of guidance, counseling, and curriculum. The following major activities were accomplished: (1) research and review of existing programs and materials; (2) design of a comprehensive management and instructional delivery system which can be readily applied to elementary and junior high school environment; (3) development of program and subprogram objectives activities, and materials around a cluster of emerging technologies and related careers (five modules were developed); (4) development of user guides to ensure the transportability of both the management system and the curricular materials; (5) development of pedagogical in-service training agendas and workshops in the application of the user guides, comprehensive system, and program materials; (6) selection of demonstration schools for the implementation of the comprehensive system (two schools with the target population of 117 pupils served as pilot sites); and (7) development of a district, community-wide data bank of human resources. Two behavioral objectives were the focus of the evaluation: (1) to improve teacher motivation and service skills, and (2) to improve student self-concept, motivation, and peer interaction skills. The BRACE (Behavior Ratings and Analysis of Communication in Education) instrument was used to collect data. The evaluation is still in progress, but data accumulated thus far indicate positive results. (Instructional modules and User Guides are appended.) (BM)

Descriptors: Behavior Rating Scales/ *Career Development/ *Career Education/ *Communication Skills/ Community Involvement/ Counseling Programs/ *Curriculum Development/ Elementary Education/ Faculty Development/ Inservice Teacher Education/ Junior High Schools/ Media Selection/ *Program Development/ Program Effectiveness/ Program Evaluation/ Teaching Skills

Identifiers: Behavior Rating Analysis Communication Education/ *Comprehensive Career Guidance/ Education Amendments 1974

ED168924 SO011580

The Psychology Technician Training Program at Georgia College.

Nish, William W.

31 Aug 78 12p.; Paper presented at Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Geographic Source: U.S./ Georgia

This paper describes an undergraduate training program for psychology students in the clinical, technical aspects of psychology. The program is designed to prepare students for work under the supervision of doctoral-level psychologists without having to obtain graduate degrees in clinical psychology. The program was developed in 1971 by Georgia College staff when it was noticed that many of their psychology graduates were working as psychology technicians at a nearby state mental institution. It was felt that the program would heighten the relevance of the graduates' academic background. All psychology majors at Georgia College are required to take statistics in addition to general and experimental psychology. In addition to these, students in the technician training program must take courses in applied and abnormal psychology, testing, personality theory, learning, learning theory, and one quarter of supervised field experience. Evaluation of the program after five years indicates success in the increased employability of graduates and improved relations between the college and area agencies and institutions. Graduates of the program have been employed by the local mental institution and also as employment counselors, parole agents, and corrections and rehabilitation counselors. Problems of the program include uneven quality of supervision in the students' field experiences and dissatisfaction of graduates who discover that their jobs dead end after a few years without additional academic degrees. (AV)

Descriptors: *Career Development/ *Clinical Experience/ *Field Experience Programs/ Higher Education/ Job Training/ Practicums/ Practicum Supervision/ Program Content/ *Program Evaluation/ *Psychology/ Relevance (Education)/ School Community Cooperation/ Student Experience/ Undergraduate Students/ Undergraduate Study

ED167940 CG013403

New Imperatives for Guidance.

Walz, Garry R., Ed.; Benjamin, Libby, Ed.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

78 503p.; Parts are marginally legible due to print quality

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: 400-78-0005

Available from: ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI. 48109, $8.50

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Michigan

Many complex issues and imperatives face those individuals responsible for the development, maintenance and functioning of guidance, counseling, and pupil/student personnel services in today's educational institutions. The role of the counselor is critical and deals with a variety of areas such as: (1) life/career development concerns of students; (2) development and evaluation of systematic guidance programs both in urban and rural settings; (3) research in guidance; (4) elementary guidance and parent education; (5) programs for minority students; (6) career resource centers and the use of computer-assisted information delivery systems; and (7) sex-fair counseling programs and practices. (HLM)

Descriptors: Career Development/ *Counseling/ Counseling Programs/ *Counselor Role/ Counselors/ Educational Practice/ Elementary Secondary Education/ *Guidance/ Guidance Programs/ Higher Education/ *Pupil Personnel Services/ Student Personnel Services

Identifiers: Information Analysis Products

ED167821 CE020343

Community Career Education Center Project. Final Project Performance Report.

Cooperative Educational Services, Norwalk, Conn.

Oct 78 199p.; Not available in hard copy due to reproducibility problems; For related documents see ED 132 284 and ED 138 786

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G0077C0121

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Connecticut

A project was planned to establish two model community career education centers (CCEC) aimed at providing career development programs and counseling to adults not presently having access to such services; developing instruction programming tailored to local needs and conditions; increasing the effectiveness of such programs which already exist; and demonstrating the feasibility of expanding the CCEC concept. Learner outcome objectives are being developed so that adult learners will acquire knowledge, skills, and attitudes to make effective career decisions through systematic career development, counseling, and experience. Problems with content and delivery systems caused restructuring of learner objectives into self-contained life skills modules. Future program development will center on curriculum redesign in the areas of self-assessment and development; career awareness; career decision making; employment seeking; work effectiveness; and personal economics. A modification of the Career Skills Assessment Program--Experimental Edition, along with the curriculum redesign will make up the basis of the second year operations. (The report includes major activity descriptions; how the CCEP was established in various Connecticut communities, the incorporation of modifications, and dissemination activities. A little more than half of the document is an evaluation report of the project, outlining the learner outcome objectives, performance criteria, and group evaluations; the report concludes with a summary and recommendations.) (CT)

Descriptors: *Adult Education/ Career Awareness/ *Career Development/ *Career Education/ *Community Education/ *Counseling Programs/ Curriculum Design/ Decision Making Skills/ Economics/ Educational Objectives/ Information Dissemination/ Instructional Programs/ Job Search Methods/ Learning Modules/ Program Development/ *Program Evaluation/ Self Evaluation

Identifiers: Connecticut (Bridgeport)/ Connecticut (Stamford)/ Education Amendments 1974

ED167797 CE020255

Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives.

Halasz-Salster, Ida

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

79 112p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Bureau No.: 498AH70035

Contract No.: G007702142

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Geographic Source: U.S./ Illinois

This catalog contains information about planning, career guidance programs, and five selected planning models. General information about planning and educational change is discussed in the section on planning, along with specific guidelines for planners of career guidance programs. Two worksheets, "Planning Considerations" and "Selection Guide," explain how to use the models or components for planning career guidance programs. The Career Guidance Programs section briefly describes current career guidance practices and foresees what the future holds for guidance programs. It describes components of career guidance necessary for comprehensive programs that meet the current and future needs of students. The model objectives, target users and settings, developer, sponsor, publication date and ordering information are included. Also included for each model is a description of the model's content, an abstract, history of development, field test and research data, bibliography, and necessary additional information. A section on integrating models is included, with a comparison of the models along a number of dimensions. Resources and references are also contained in this document. (CT)

Descriptors: *Career Development/ Career Education/ *Guidance Programs/ Job Placement/ *Models/ Objectives/ *Occupational Guidance/ Occupational Information/ *Program Development/ *Program Planning/ Resources/ Systems Approach

ED167756 CE019873

Women in Nontraditional Jobs: A Program Model. Boston: Nontraditional Occupations Program for Women.

Women's Bureau (DOL), Washington, D.C.

78 133p.; For related documents see CE 019 143 and CE 019 871-872

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00319-0)

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Geographic Source: U.S./ District of Columbia

Government: Federal

Part of a project to expand and improve the occupational options of low-income women, this program model (one of thirty nationwide) describes classroom training and work experience in the building maintenance skilled trade areas (maintenance and repair of electrical machinery, construction carpentry, plastering, painting, and papering). Part I, an overview, discusses program components, eligibility, and benefits. Part II deals with budget and staff. Part III discusses recruitment, intake, and orientation. Part IV covers classroom training and occupational fitness. Part V deals with work experience. Part VI covers counseling and supportive services. Part VII consists of job development, placement, and post-placement. Part VIII deals with monitoring and evaluation. Appendixes include a screening interview form; a counseling orientation schedule; formative evaluation questionnaires; a weekly scheduling form; samples of a course outline, classroom assignments, and an evaluation form; suggested exercises for developing occupational fitness; a list of electrical tasks; a worksite agreement; a schedule for the counseling component of the program; a brochure on the Nontraditional Occupations for Women program; a list of procedures for identifying and posting jobs; a form letter to employers; and a final trainee reaction form. (LMS)

Descriptors: *Affirmative Action/ Ancillary Services/ Blue Collar Occupations/ Building Operation/ *Building Trades/ Career Development/ Educational Programs/ Employment Opportunities/ Federal Aid/ *Females/ Job Placement/ *Job Training/ Maintenance/ Manpower Development/ *Models/ Occupational Guidance/ Program Administration/ Program Budgeting/ Program Content/ Program Coordination/ Program Costs/ *Program Descriptions/ *Program Development/ Program Evaluation/ Program Planning/ Recruitment/ Skilled Occupations / Vocational Counseling/ *Work Experience Programs/ Working Women

Identifiers: Massachusetts (Boston)/ *Nontraditional Occupations/ Nontraditional Occupations Program for Women

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ED167755 CE019872

Women in Nontraditional Jobs: A Workshop Model. Working with Employers to Develop Jobs.

Women's Bureau (DOL), Washington, D.C.

78 34p.; For related documents see CE 018 143, CE 019 871, and CE 019 873

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Geographic Source: U.S./ District of Columbia

Government: Federal

Prepared for employers and staffs of job service and training programs, this guide presents information on how to conduct a workshop to expand employment opportunities for women in nontraditional occupations--in blue collar skilled work as well as white collar professional, technical, and managerial jobs. The guide includes sections on purpose of the workshop (to provide a forum in which employers are encouraged and assisted in hiring women for nontraditional jobs), agenda for a one-day workshop, workshop facilitator, program staff participation, locating and selecting employers, size of workshop, facilities, materials for kits, and workshop format--background and rationale. Appendixes include a selected list of publications, slides, and films on women in nontraditional employment; an invitation letter; a registration form; an agenda; and a workshop evaluation form. (LMS)

Descriptors: Administrator Guides/ *Affirmative Action/ Career Development/ Career Opportunities/ Employers/ *Employment Opportunities/ Equal Opportunities (Jobs)/ Females / *Job Development/ Managerial Occupations/ Professional Occupations/ Program Administration/ *Program Development/ Skilled Occupations/ Technical Occupations/ *Working Women/ *Workshops

Identifiers: *Nontraditional Occupations

ED167754 CE019871
Women in Nontraditional Jobs: A Conference Guide. Increasing Job Options for Women.
Women's Bureau (DOL), Washington, D.C.
78 65p.; For related documents see CE 019 143 and CE 019 872-873
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-002-00051-7)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
Government: Federal

Designed to help organizations interested in expanding job options for women to plan and hold a community-based conference on nontraditional jobs, this guide outlines basic steps in planning, provides information about successful programs, and makes suggestions about how to deal with the mechanics of a conference. Following an introduction which presents the barriers to and advantages of nontraditional employment for women, a section on preliminary planning discusses the conference coordinator, community analysis, choosing a theme, the planning committee, and participants. The next section, "Program," deals with format, subject areas, speakers, panels, workshops, lunch, and audiovisuals and exhibits. The following section, "Conference Procedures," covers finances, timing and site, invitations, facilities and equipment, registration, briefing sessions, publicity, and the conference report. The section on follow-up includes evaluation, planning the committee meeting, and closing out. The appendixes include a resource list of publications, slides, and films; a checklist of things to do before and after the conference; samples of a press release, announcement of reception and briefing, registration form, program, and letter of invitation; and a list of Women's Bureau Regional Offices. (LMS)

Descriptors: Administrator Guides/ *Affirmative Action/ Career Development/ Career Opportunities/ Community Programs/ *Conferences/ Employers/ *Employment Opportunities/ Equal Opportunities (Jobs)/ Females/ Job Development/ Managerial Occupations/ Professional Occupations/ Program Administration/ *Program Development/ Skilled Occupations/ *Working Women
Identifiers: *Nontraditional Occupations

ED167746 CE019647
Career Development Partnership. A Program Linking Parents, Students, Schools. A Guide to Implementation.
Myers, Edward J.; And Others
Cranston School Dept., R.I.
91p.
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: U.S./ Rhode Island
Government: State

A program was developed for parent involvement in career education of students at the elementary, junior high, and senior high levels. The goal of the program is to make parents aware of the important role they play in the career development processes of their children. Topics dealt with include the following: (1) improvement of communication skills between parent and child; (2) influence of parents on career choice and work values; (3) career resources in the school and community; (4) sex-role stereotyping and its effect; (5) improvement of self-concept of children; (6) the importance of career planning; and (7) the stages of career development. At each of the three academic levels, the parents attend five learning sessions, and in Project Apollo, the senior high component, the students are also present. Except for the individual meetings in Project Apollo to review the students' records, the sessions involve the use of handouts, discussion groups, audiovisual materials, reading materials, or role playing. (Outlines are included for each session giving objectives, materials, procedure, preparation, guidelines, and alternate programs. Appendixes provide copies of handouts and questionnaires.) (ELG)

Descriptors: Career Choice/ *Career Development/ *Career Education/ Career Planning/ Communication Skills/ Conferences/ Elementary Secondary Education/ Guidance Counseling/ *Occupational Guidance/ *Parent Child Relationship/ Parent Influence/ *Parent Participation/ Program Development/ Resources/ Role Models/ Self Concept/ Sex Stereotypes/ Student Records

DIALOG File1: ERIC 66-79/NOV (Item 47 of 144) User 1210 16jan80

ED167736 CE019284
Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.
Wisconsin State Dept. of Public Instruction, Madison.
30 Jun 77 103p.; For related documents see CE 019 285-286, ED 132 284, ED 138 786, and ED 160 785-787 ; Best copy available
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.: 554AH60129
Contract No.: 300-76-0331
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Geographic Source: U.S./ Wisconsin

To demonstrate career education methods and procedures, seven Wisconsin school districts were chosen to participate in an incremental improvement project. Project activities were conducted district-wide and by individual districts. District-wide dissemination activities involved promoting demonstration packets and assessment/evaluation (AE) instruments; sharing methods, materials, and expertise with consortium districts and others; and publishing a newsletter delivered to Wisconsin districts and others. Additional activities included working toward self-imposed incremental improvement criteria and a common set of desired learner outcomes. Evaluation activities entailed fostering acceptance of evaluation as a tool, disseminating the AE kit, further testing of kit instruments, and surveying packet and kit users. Leadership activities included state education agencies' facilitation of consortium products dissemination and consortium help in developing administrative leadership in their own and partner districts. Two of the many individual district activities involved funding in the Eau Claire district of sixteen mini-proposals to improve self-awareness, career awareness, and decision making skills, and the Watertown district's provision of a one-week workshop for thirty-four K-adult staff members. Third-party evaluation indicated that most consortium-wide and district objectives were achieved. (Appendixes contain a project profile, AE kit questionnaire results, and other project related materials.) (Author/CSS)

Descriptors: Career Awareness/ Career Development/ *Career Education/ Changing Attitudes/ *Consortia/ Decision Making/ Elementary Secondary Education/ *Evaluation/ *Information Dissemination/ Inservice Education/ Interschool Communication/ Leadership Training/ Methods/ *Needs Assessment/ Newsletters/ Occupational Guidance/ Program Evaluation/ *Program Improvement/ Questionnaires/ Self Actualization/ State School District Relationship/ Work Attitudes
Identifiers: Education Amendments 1974/ Wisconsin

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ED167701 CE017652
DeSoto County District Plan for Career Education Development Program. Final Performance Report, January 1 through June 30, 1976.
Pelletti, John C.; Dale, John R.
DeSoto County Board of Public Instruction, Arcadia, Fla.
30 Jun 76 25p.; Not available in hard copy due to light and broken type in the original document; Pages 25-31 removed because they contained confidential information
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.: 554AH5004
Grant No.: G007502319
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Florida
Government: Local

An evaluation of the DeSoto County, Florida Career Education Project was conducted to determine the effectiveness of career education activities in grades K-12. Project goals emphasized at the elementary level were self-awareness, attitudes/appreciations, and career awareness. Career awareness and attitudes/appreciations were emphasized at the middle school level; and career awareness, economic awareness, dicision-making, and employability skills were emphasized at the secondary level. At each grade level a post-test only, experimental/control group analysis was made based on results from the following instruments: Minnesota Cognitive Questionnaire for Career Education (K-5); Piers-Harris Children's Self Concept Scale (K-5); and The Assessment of Career Development (6-12). The second grade experimental group scored significantly higher than their control group on the self-concept scale. The eighth grade experimental group scored significantly higher than their control group on career planning involvement, but significantly lower on career planning knowledge and occupational characteristics. No significant differences were found between group means (K-12) on a measure of cognitive achievement and on all other comparisons. Instructional and guidance staff participated in workshops on career education concepts, implementation methods, group-guidance techniques, career education skills, and occupational resources. Workshop evaluations ranged from average to excellent; however, at the end of the year implementation had barely begun. Elementary teachers appeared to have made the most progress. (BM)

Descriptors: *Career Awareness/ Career Development/ *Career Education/ Career Exploration/ Decision Making Skills/ Educational Objectives/ Elementary Secondary Education/ *Evaluation Methods/ *Faculty Development/ Inservice Teacher Education/ *Program Effectiveness/ *Program Evaluation/ Self Concept/ Test Results/ Work Attitudes
Identifiers: Assessment of Career Development/ DeSoto County FL/ Florida/ Minnesota Cognitive Questionnaire Career Education/ Piers Harris Childrens Self Concept Scale/ Public Law 93 380

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ED167696 CE013034
Status of Career Education in the State of Michigan. An Evaluation of Current State, Regional, and Local Efforts in Career Education.
Brickell, Henry M.; And Others
Policy Studies in Education, New York, N.Y.
Aug 75 90p.; Not available in hard copy due to light print in the original document
Sponsoring Agency: Michigan State Dept. of Education, Lansing.; Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ New York

The Michigan Department of Education developed an operational model for career education which combined the elements of individual career development with career preparation accomplished through academic, vocational, and technical education programs. A third-party evaluation was conducted to determine to what extent the operational model has been designed, developed, and disseminated throughout the state and to what extent this model is viable. Survey instruments were administered to the following populations: (1) a randomly drawn sample of 60 of the 525 local school districts in the state; (2) a selected sample of 98 school districts now active in career education; (3) all 49 career education planning districts; and (4) a majority of the 8 colleges and universities in the career education consortium. The third-party evaluator found that the general conceptual model was comprehensive in scope and extremely ambitious in the degree of change it envisioned in educational programs throughout the state. A substantial set of products was developed to put the conceptual model in operational form. An administrative network was also developed to disseminate the model, but the data indicate that the dissemination process is still in its early stages. Finally, the viability of the model rests on the degree to which personnel in the educational system change their roles and work together to make the model operational. (BM)

Descriptors: Career Development/ *Career Education/ Curriculum Development/ *Educational Change/ Elementary Secondary Education/ Evaluation Methods/ *Information Dissemination/ *Models/ Postsecondary Education/ Program Administration/ *Program Design/ *Program Development/ Surveys
Identifiers: Michigan

ED166436 CE019745
Occupational Education in New York State: The Transition from Vocational to Career Education. Occasional Paper #28.
Nelson, Eugene A.
New York Univ., Buffalo.
Apr 78 205p.
Sponsoring Agency: New York State Education Dept., Albany.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Language: English
Geographic Source: U.S./ New York

Prepared for State University of New York/Buffalo researchers participating in a state-sponsored educational financing project, this background paper focuses on the vocational education "program effects" of changing financial aid formulas and/or the rationale for organizing school districts and regional services. It scrutinizes the role of Boards of Cooperative Educational Services and school district organizations which prepare students for specific occupations through traditional vocational education. The first of nine sections examines occupational education in New York and the transition from vocational to career education. Section 2 traces vocational education's historical development (1917 to the present) and the emergence of career education. The third section reviews the New York State Regent's (1971, Position Paper #11) citing of needs for educational system reorganization, developmental continuum adoption, and design flexibility. Section 4 discusses problems in traditional vocational education. Section 5 interprets and evaluates the influences, goals, and activities of New York's occupational education plan. The sixth section examines implementation of three occupational education projects, and section 7 identifies issues involved in implementing occupational/career education programs. Section 8 discusses strategies of individualization versus standardized program expansion. The final section presents an occupational education planning paradigm. (CSS)

Descriptors: Administrative Policy/ Board of Education Role/ Career Development/ *Career Education/ *Concept Formation/ Conventional Instruction/ Cooperative Education/ Curriculum Development/ Developmental Stages/ Educational History/ Educational Philosophy/ Educational Planning/ Employment Opportunities/ Fused Curriculum/ Individual Development/ *Individualized Programs/ Models/ Needs Assessment/ Policy Formation/ Population Distribution/ Problems/ Program Effectiveness/ Program Evaluation/ *Program Planning/ Regional Planning/ Secondary Education/ *State Programs/ Statewide Planning/ Student Development/ Teacher Role/ *Vocational Education

ED166430 08 CE019699

Life Career Development Needs Survey: Adult--Young, Middle & Older. Comprehensive Career Guidance Projects.

Moore, Earl J.; And Others

Missouri Univ., Columbia. Coll. of Education.

77 51p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-698

Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Language: English

Geographic Source: U.S./ Missouri

This manual explains how to administer the Life Career Development Needs Survey(s) for adults and suggests ways to use the data obtained. Three separate needs surveys are included for the following segments of the adult population: young adult, middle adult, and older adult. The instruments are based on three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (See ERIC document CE 019 692 for a detailed description of the career guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and secondary students (CE 019 698); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

Descriptors: Administrator Guides/ *Adults/ *Career Development/ Counseling Programs/ *Guidance Programs/ *Needs Assessment/ Student Needs/ *Surveys

Identifiers: *Georgia Comprehensive Career Guidance Project

ED166429 08 CE019698

Life Career Development Needs Survey. Secondary School. Comprehensive Career Guidance Projects.

Miller, Yvonne Cecil; And Others

Missouri Univ., Columbia. Coll. of Education.

Jun 77 20p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699

Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Language: English

Geographic Source: U.S./ Missouri

This manual explains how to administer the instrument, Life Career Development Needs Survey--Secondary School, and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

Descriptors: Administrator Guides/ *Career Development/ Counseling Programs/ *Guidance Programs/ *Needs Assessment/ Secondary Education/ *Student Needs/ *Surveys

Identifiers: *Georgia Comprehensive Career Guidance Project

ED166428 08 CE019697
Life Career Development Needs Survey. Elementary School. Comprehensive Career Guidance Projects.
Moore, Earl J.; Miller, Yvonne Cecil
Missouri Univ., Columbia. Coll. of Education.
Jun 77 19p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri

This manual explains how to administer the instrument, Life Career Development Needs Survey--Elementary School (grades 4-6), and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

Descriptors: Administrator Guides/ *Career Development/ Counseling Programs/ Elementary Education/ *Guidance Programs/ *Needs Assessment/ *Student Needs/ *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project

ED166427 08 CE019696
Comprehensive Counseling & Personnel Services. Program Assessment: Postsecondary and Adult. Comprehensive Career Guidance Projects.
Moore, Earl J.; And Others
Missouri Univ., Columbia. Coll. of Education.
77 18p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri

This manual explains how to administer the following two instruments: (1) Comprehensive Counseling and Personnel Services Program Assessment: Postsecondary; and (2) Comprehensive Counseling and Personnel Services Program Assessment: Adult. These instruments are intended to assess the views of those learners who are participating in a current program (Postsecondary or Adult) and to determine how well the program is meeting the needs of the consumers it is serving. The items represent typical program services or suggest services that might be adopted or adapted. Directions for administration and suggestions for instrument interpretation are included. The two assessment instruments are appended. (See ERIC document CE 019 692 for a detailed description of a comprehensive career guidance model for postsecondary and adult programs; ED 160 850 describes the elementary and secondary career guidance model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694) and secondary schools (CE 019 695); and three community survey instruments (CE 019 693). (BM)

Descriptors: Administrator Guides/ Adult Education Programs/ *Adults/ *Career Development/ Counseling Programs/ *Guidance Programs/ Guidance Services/ Needs Assessment/ Participant Satisfaction/ Postsecondary Education/ *Program Evaluation/ *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project

ED166426 08 CE019695
Guidance Program Assessment. Secondary School. Comprehensive Career Guidance Projects.
Miller, Yvonne Cecil; And Others
Missouri Univ., Columbia. Coll. of Education.
Jun 77 16p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri

This manual explains how to administer the instrument, Guidance Program Assessment--Secondary School, and suggests ways to interpret the data obtained. The assessment instrument is comprised of five sections that are directed toward areas of importance in implementing a guidance program: school helping processes, teacher feedback inventory, personal development short courses, personal problem solving, and counselor rating scale. This manual contains interpretive information for both computer analysis and hand computation of the data. Hand computational aids and the survey instrument are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694) and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

Descriptors: Administrator Guides/ *Career Development/ Counseling Programs/ Counselor Evaluation/ *Guidance Programs/ *Guidance Services/ Needs Assessment/ Participant Satisfaction / Program Development/ *Program Evaluation/ Secondary Education/ *Surveys/ Teacher Evaluation
Identifiers: *Georgia Comprehensive Career Guidance Project

ED166425 08 CE019694
Guidance Program Assessment. Elementary School. Comprehensive Career Guidance Projects.
Moore, Earl J.; Miller, Yvonne Cecil
Missouri Univ., Columbia. Coll. of Education.
Jun 77 23p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699
Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri

This manual explains how to administer the instrument, Guidance Program Assessment--Elementary School, and suggests ways to interpret the data obtained. Four aspects of a comprehensive guidance program are examined through the use of this assessment instrument: advice areas, school helping processes, classroom environment, and group topics questionnaire. This manual contains interpretive information for both computer analysis and hand computation of the data. Hand computational aids and the survey instrument are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698) and adults (CE 019 699); guidance program assessment instruments for secondary schools (CE 019 695) and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 698). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

Descriptors: Administrator Guides/ *Career Development/ Classroom Environment/ Counseling Programs/ Elementary Education/ *Guidance Programs/ *Guidance Services/ Needs Assessment/ Participant Satisfaction/ Program Development/ *Program Evaluation/ *Surveys
Identifiers: *Georgia Comprehensive Career Guidance Project

ED166424 08 CE019693

Community Survey Instruments: Adult Education Program Survey: Inventory of Community Resources; Inventory of Staff Resources. Comprehensive Career Guidance Projects.

Moore, Earl J.; Duthler, Timothy B.

Missouri Univ., Columbia. Coll. of Education.

77 24p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 692-699

Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Language: English

Geographic Source: U.S./ Missouri

This manual describes three instruments that can be used to inventory elements related to adult education and career development: (1) the Adult Education Program Survey, which is designed to examine the concerns of adult learners in the community regarding their prospective participation in adult education; (2) the Inventory of Community Resources, which is directed toward identifying potential instructors and support personnel in the community; and (3) the Inventory of Staff Resources, which is designed to identify staff capabilities that can be used in a career guidance capacity. This manual explains how to administer each instrument and suggests ways to interpret the data obtained. The survey instruments are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); and guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

Descriptors: Administrator Guides/ *Adult Education Programs / Adults/ *Career Development/ *Community Resources/ *Community Surveys/ Guidance Programs/ Needs Assessment/ *Personnel Needs/ Program Development/ Program Planning

Identifiers: Georgia Comprehensive Career Guidance Project

ED166423 08 CE019692

Comprehensive Career Guidance. Postsecondary & Adult. Programs and Model.

Moore, Earl J.; Miller, Thomas B.

Missouri Univ., Columbia. Coll. of Education.

77 182p.; For related documents see ED 160 835-858, ED 160 874, and CE 019 693-699

Sponsoring Agency: Georgia State Dept. of Education, Atlanta.; Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Language: English

Geographic Source: U.S./ Missouri

Divided into four parts, this document describes a comprehensive career guidance model for postsecondary and adult programs. In part 1, the rationale for extending career guidance and counseling into the lifelong learning perspective is explained, the Georgia Life Career Development Model is described, and the components of a process model for comprehensive career guidance are presented. Part 2 reviews adult career guidance programs in the following settings: adult correctional institutions; agencies; business and industry; and regional- and community-based brokerages. Part 3 reviews career guidance programs in postsecondary institutions. Finally, part 4 presents a comprehensive career guidance program model for adults based on the following propositions: (1) a life career development framework; (2) utilization of a process model; (3) program functions of personnel which can be identified and related to life career development objectives and process responsibilities; (4) postsecondary and adult linkage; (5) an action plan with a cybernetic-systems approach and (6) identification/development of processes and systems that are uniquely beneficial to adult populations. Needs assessment instruments and an inventory of program functions and factors are appended. Related documents (CE 019 693, CE 019 696, and CE 019 699) contain administration manuals for adult and postsecondary career guidance assessment instruments. (BM)

Descriptors: Adult Education Programs/ *Adults/ Agencies/ Articulation (Program)/ Business/ *Career Development/ Conceptual Schemes/ *Continuous Learning/ Corrective Institutions/ Educational Methods/ *Guidance Programs/ Guidance Services/ Industry/ Models/ Needs Assessment/ Postsecondary Education/ *Program Design/ Surveys/ Systems Approach/ Vocational Counseling

Identifiers: *Georgia Comprehensive Career Guidance Project

ED166422 CE019640

An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.

Sep 78 117p.

Sponsoring Agency: District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Office of Education (DHEW), Washington, D.C.

Contract No.: 0589-AA-NS-0-7-6A

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Language: English

Geographic Source: U.S./ Maryland

A third-party evaluation of the District of Columbia Experience Based Career Education Program (D.C. EBCE) was conducted in 1978. The program involved tenth- and eleventh-grade students in an individualized program of study that included academic instruction and career development opportunities. Using the Context, Input, Process, and Product (CIPP) design, the evaluation determined the program's success in meeting its goals, which included gaining support of administration and parents; implementation, in terms of management, staff, and effectiveness of the resource site; academic quality; career development; and sex equity. Evaluation instruments included the Everyday Skills Test (reading and mathematics), the Career Maturity Inventory, and the Tennessee Self Concept Scale. These were administered on a pretest-posttest basis along with a writing skill test. Interviews and questionnaires were administered to advisory council members, staff, administrators, parents, and students. Additional information was obtained from records, documents, and observations. The conclusions drawn from these findings were as follow: (1) D.C. EBCE is reaching its goals and is supported by school administration, the community, and parents; (2) more development of resource sites is recommended for future years; (3) the D.C. EBCE's academic program is sound; (4) much progress has occurred in the area of career development; and (5) the Far West Laboratory model adapts well in the Washington, D.C., environment. (Data tables and sample questionnaires are included.) (CT)

Descriptors: *Academic Education/ Basic Skills/ *Career Development/ *Career Education/ Experiential Learning/ *Individualized Programs/ Program Development/ Program Effectiveness/ *Program Evaluation/ Resource Centers/ Secondary Education/ Sex Fairness

Identifiers: District of Columbia/ *Experience Based Career Education/ Far West Laboratory Model

ED166418 CE019621

Career and Vocational Development of Handicapped Learners: An Annotated Bibliography. Information Series No. 134.

Bhaerman, Robert D., Comp.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

78 96p.; For related documents see CE 019 619-627

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: 400-76-0122

Available from: National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Language: English

Geographic Source: U.S./ Ohio

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9); programs and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry. (BM)

Descriptors: *Career Development/ *Career Education/ Curriculum Guides/ Educational Equipment/ Educational Facilities/ Educational Trends/ Employment Opportunities/ Evaluation/ *Faculty Development/ *Handicapped/ Learning Activities/ Mainstreaming/ Occupational Guidance/ Resource Materials/ Staff Improvement/ Vocational Counseling

ED166405 CE019425
Career Development Program, K-10. Mansfield City Schools. Final Report.
Tarantine, James A.
Mansfield School District, Ohio.
78 56p.; For related documents see ED 151 590 and CE 019 251
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Contract No.: CD-18-78
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S./ Ohio

Teachers in Ohio's Mansfield City Schools, K-10, participated in a project designed to include career development as a regular part of the instructional program. First, career education coordinators provided inservice sessions to enable school personnel to incorporate career development within the curriculum. The career development program also maintained and expanded school involvement in the community. The program was developed around three components: career motivation (K-6); career orientation (grades 7-8); and career exploration (grades 9-10). Standardized instruments were administered in grades nine and ten to help students understand their aptitudes and interests in relation to career possibilities. These students were also given an opportunity to explore at least three careers in the field on a one-to-one basis. To evaluate the project, career development tests were administered in grades 3, 6, 8, and 10 on a pre- and posttest basis. The data substantiated that most of the objectives were achieved; however, insignificant changes were found, especially at the eighth- and tenth-grade levels, for attitude changes toward oneself, others, and the world of work. The evaluation process revealed that not all students in the exploration component had experienced three career explorations by the end of their sophomore year. Evaluation also disclosed that some teachers, especially at the tenth-grade level, were not infusing career-related activities within their classrooms; however, most teachers conducted some career activities within their classrooms throughout the school year. (Author/BM)

Descriptors: *Career Awareness/ Career Development/ *Career Education/ *Career Exploration/ *Changing Attitudes/ Community Involvement/ Curriculum Development/ Elementary Secondary Education/ Inservice Teacher Education/ *Program Development/ *Program Effectiveness
Identifiers: Mansfield City Schools OH/ Ohio

ED166373 CE018623
SPEDY Summer Programs for the Education and Development of Youth and Career Education in Indiana's Balance-of-State.
Bonnet, Deborah G.; And Others
New Educational Directions, Crawfordsville, Ind.
Oct 78 209p.; Not available in hard copy due to light print in original document
Sponsoring Agency: Indiana State Office of Manpower Development, Indianapolis.
Contract No.: SPEDY-78-015
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Indiana

A study was conducted of Indiana's Summer Programs for the Education and Development of Youth (SPEDY) to describe the program themselves and to study the programs' effect on participants' short-term career education attitudes, knowledge, and skills. SPEDY is a training for public-sector work program operated each summer for about ten weeks for fourteen- to twenty-one-year old economically disadvantaged youth and funded by the Title III of the Comprehensive Employment and Training Act. In 1978, twenty-five SPEDY programs were operated in Indiana's sixty-eight-county Balance-of-State. Ten of the programs consisted entirely of formal career education training, including explorations of various career areas. The other fifteen consisted of between twelve and fifty-three hours of career education training combined with work experience. Nine possible outcomes were chosen for study, work-related attitudes, locus of control, job-seeking skills, job-specific occupational information, self esteem, career planning, attitudes toward learning, general occupational information, and sex equity. Pre- and post-tests were administered and analyzed separately for each of sixteen programs. For total groups, 144 analyses (nine scales x sixteen programs) resulted in twenty cases of significant improvement and ten cases of significant loss. Significant gains were most common in Sex Equity, Job-Seeking Skills, and Career Planning. Most losses were in Attitudes Toward Learning. Overall, the programs were more beneficial to seventeen-to-twenty-one-year-olds than to fourteen-to-sixteen--year-olds and to young women than to young men. Changes in participants' educational and career plans showed desirable trends. (BM)

Descriptors: *Career Development/ *Career Education/ Career Planning/ *Disadvantaged Youth/ Experiential Learning/ Job Search Methods/ Locus of Control/ Occupational Information/ *Program Evaluation/ School Attitudes/ Self Concept/ Sex Fairness/ Summer Programs/ Work Attitudes/ *Work Experience Programs/ Youth Programs
Identifiers: Comprehensive Employment Training Act Title III / Indiana/ *Summer Programs for Education Development Youth

ED165457 FL009930

A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults. Adult Education Series No. 2. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

78 46p.; Not available in hard copy due to colored pages

Available from: National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Virginia

This bibliography is designed to provide Americans who are working with Indochinese refugee adults with an idea of what materials are commercially available in the field of teaching English as a second language. Materials were chosen because they have been successfully used with Indochinese refugees over the last three years, or because they have been identified as needed. The focus is on the needs of the adult refugee who is planning employment or vocational training. The annotations refer to materials as being on the beginning, intermediate, or advanced level; this scale refers to ability to speak English and is not the same as level of education. The bibliography includes English as a second language (ESL) texts with emphases on course texts, pronunciation and fluency, readers, writing texts, vocabulary and idioms, grammar practice, ESL tests, and student references. Supplementary materials listed include ESL in specific vocational areas, employment skills, and survival skills. Teacher aids and information on the languages and cultures of the refugees are also covered. (SW)

Descriptors: Adult Education/ *Adult Students/ *Annotated Bibliographies/ Career Development/ *English (Second Language) / *English for Special Purposes/ Grammar/ *Indochinese/ *Instructional Materials/ Language Instruction/ Pronunciation/ Reading Materials/ Refugees/ Resource Guides/ Resource Materials/ Second Language Learning/ Textbooks/ Vocabulary

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ED165382 EC112998

A Unique Learning Opportunity for Gifted and Talented High School Seniors. Final Report on the Development of an Exemplary Career Education Model for the Gifted and Talented.

Borman, Christopher; And Others

Texas A and M Univ., College Station. Coll. of Education.

Jun 77 152p.

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH60528

Grant No.: 300-76-0282

Available from: Center for Career Development and Occupational Preparation, College of Education, Texas A & M University, College Station, Texas 77843 (No charge while the supply lasts)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Language: English

Geographic Source: U.S./ Texas

The report describes a career education program for 20 gifted and talented twelfth grade students which incorporated a guidance laboratory, use of university mentors in a student's chosen field, and an internship period. Detailed are participant characteristics, identification methods, and program evaluation findings. Changes made during the project are reviewed and dissemination activities discussed. Among 13 appendixes which comprise nearly one-half the report are sample project forms and a third party evaluation. (CL)

Descriptors: *Career Development/ *Career Education/ Career Exploration/ *Gifted/ Internship Programs/ *Program Descriptions/ Secondary Education/ Senior High Schools/ *Talented Students/ Talent Identification

Identifiers: Education Amendments 1974

ED165037 CG013096

The Implementation of a Career/Life Planning Program in an Industrial Setting.

Knowdell, Richard L.

5 May 78 8p.; Paper presented at the Annual Conference of the American Society of Engineering Education (Vancouver, British Columbia, June 1978)

Sponsoring Agency: Department of Energy, Washington, D.C.

Report No.: UCAR-10009

Contract No.: W-7405-ENG-48

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Language: English

Geographic Source: U.S./ California

In 1975, Lawrence Livermore Laboratory implemented a Career/Life Planning Program for all employees. The program's aims are to assist employees in taking responsibility for their own careers, revive their creativity, and stimulate active career planning. The program is staffed by counselors with a combination of psychological and technical backgrounds. Components of the program include: individual career and life-transition counseling; a library of occupational and educational information; and a series of career planning workshops. One result of the workshops is the development of an individualized career strategy plan. Employees participating in the Career/Life Planning Program cluster into four areas: (1) those assessing how they are doing in their current careers; (2) those who are exploring or seeking alternate careers; (3) those who are seeking to improve interpersonal communications; and (4) those who are interested in personal growth. Participants' evaluations have been extremely favorable. Supervisors of over half of the participants have reported continuing long-term improvement in employee productivity, morale, and attitude. Through the Career/Life Planning Program, many of Lawrence Livermore Laboratory's employees have taken charge of their careers and become their own "career managers." (Author)

Descriptors: *Career Change/ *Career Development/ *Employee Attitudes/ *Industrial Personnel/ Interpersonal Relationship/ *Job Development/ *Organizational Communication/ Program Descriptions/ Workshops

ED165015 CG013055

Employability Development. A Higher Education Training Monograph.

Meyer, David

Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.

Sep 78 58p.; For related document see CG013054

Sponsoring Agency: Employment and Training Administration (DOL), Washington, D.C.

Report No.: MDHES-12

Grant No.: DL-31-26-74-05

EDRS Price MF-$0.83 HC-$2.50 Plus Postage.

Language: English

Geographic Source: U.S./ Michigan

This monograph, produced by the Manpower Development Higher Education System, is designed to lead service deliverers through a series of lectures, exercises, and demonstrations which will enable them to understand the essentials of putting together an employability plan which is consistent with both the principles of human development and the limitations of program and labor market. Trainees should already possess fundamental interviewing, assessment, and relationship skills. The two-day training program contains an overview of the entire employability process through a simulation game. This is complemented by a series of activities which relate to the various aspects of employability planning such as assessment, job choice, and tracking of participant progress. Topics addressed include: work role as a personality modifier, decision making, assessment, behavior contracting, behavioral objectives, Goal Attainment Scale, and Employability Planning forms. (Author/JLL)

Descriptors: *Career Development/ Counseling/ Decision Making/ *Delivery Systems/ Employment Counselors/ *Employment Qualifications/ Guides/ Higher Education/ *Job Skills/ *Occupational Guidance/ *Program Planning/ Skill Development

ED164977 08 CE019623
Career and Vocational Development of Bilingual Students. Information Series No. 136.
Rios, Edwin T.; Hansen, William E.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
78 59p.; For related documents see CE 019 619-627
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0122
Available from: Matopma; National Educational Laboratory Publishers Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock Number EC-066, $5.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S.

A study was conducted to explore the evolution of career education concepts and its application to the bilingual population. The literature search reviewed theory as well as research papers, surveys, other literature searches, program descriptions, and state vocational/career education plans. Agencies which produce literature and other career education support of bilingual families and their children were also reviewed. The findings were synthesized to identify programmatic requirements and to establish directions for national and state planning efforts. Among the findings are these: (1) language is a critical factor in planning specific career education programs for bilingual persons; (2) children of bilingual families, where two languages are critical for survival, demonstrate distinctive, more adult, social maturity; (3) the school system loses its "holding power" on bilingual children during the seventh through ninth grades; (4) career-related materials in bilingual format are virtually non-existent; and (5) state and local planning of career and vocational education, bilingual education, and migrant education have not been coordinated. One of the four major recommendations suggests that bilingual career awareness materials (K-6) and bilingual career exploration materials (K-7) be developed concurrently in terms of career education concept development, languages appropriate for student and/or parents, and the environment of the bilingual family. (BM)

Descriptors: *Bilingual Education/ *Bilingual Students/ Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ Educational Coordination/ Educational Experience/ Instructional Materials/ Migrant Education/ Non English Speaking/ Program Descriptions/ Program Evaluation/ *Program Planning/ Second Language Learning/ Student Characteristics/ *Student Needs/ Vocational Education/ Vocational Maturity

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ED164853 08 CE018867
Final Evaluation Report for the Conecuh County Part D Experience-Based Career Education Program, Evergreen, Alabama.
Shively, Joe E.; Davis, Carolyn S.
Aug 78 126p.; Not available in hard copy due to faint print in the original document
Sponsoring Agency: Appalachia Educational Lab., Charleston, W. Va.; Conecuh County Board of Education, Evergreen, Ala.; Office of Education (DHEW), Washington, D.C.
Bureau No.: 502AH60066
Grant No.: G047603000
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Alabama

The goal of the Conecuh County (Alabama) project was to successfully implement into its curriculum an Experience-Based Career Education (EBCE) program based on the model developed by Northwest Regional Educational Laboratory, which integrates academic requirements and work experience opportunities into a comprehensive curriculum. To determine program effectiveness, a third-party evaluation team developed an evaluation plan which would compare the EBCE participants and a control group in the following areas: basic academic skills, mastery in career knowledge, career maturity, attitudes toward learning environments, sex-role stereotyping, and internally oriented locus of control. Assessment instruments were administered on a pretest/posttest basis. Parents and employers were also surveyed to determine their attitudes toward the program. EBCE student accomplishments appeared to be substantial. Measured growth in basic skills was equivalent to that experienced by comparison students in traditional high schools. EBCE students' attitudes toward the various aspects of the learning environment, career knowledge, work, and career maturity were significantly more positive than comparison students. EBCE students showed significant gains in reducing their sex-role stereotyping but not in increasing their internal locus of control. However, unobtrusive assessment indicated that EBCE students were displaying more maturity and accepting responsibility more readily. Finally, the perceptions and attitudes of parents, employers, and EBCE staff were positively oriented. (BM)

Descriptors: *Academic Achievement/ Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ *Experiential Learning/ Locus of Control/ Program Attitudes/ Program Effectiveness/ *Program Evaluation/ Sex Stereotypes/ Student Attitudes/ Vocational Maturity/ Work Attitudes
Identifiers: Alabama (Conecuh County)/ *Experience Based Career Education

ED164852 08 CE018861

Maryland Career Education Plan. Annual Report. July 1, 1976-June 30, 1977.

Maryland State Dept. of Education, Baltimore.

28 Sep 77 63p.; The Staff Development Needs Assessment Instrument will not reproduce well due to blurred and broken type; For related documents see ED 132 284 and ED 138 786

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH60768

Grant No.: G007604188

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Language: English

Geographic Source: U.S./ Maryland

Government: State

The Maryland State Department of Education is actively involved in the development of a five-year state plan for career education. The plan is based upon data derived from a student needs assessment, a survey of LEAs, a survey of counselor competencies, and the AIR Survey of Career Education in the public schools which sampled ten districts in Maryland. The needs assessment clearly indicates that more than 70% of the students evidenced need for help in exploring careers, making post-high school plans, finding jobs and careers, developing career awareness, making career decisions, planning careers and assessing self. In a survey of career development competencies of counselors, prioritized training needs were evidenced in the following areas: inservice training in recommending curriculum changes to correlate with the changing world of work; getting teacher support; knowledge of the career development needs of special groups; and help in assisting teachers to infuse career education into their regular subject areas. The local education agencies evidenced a strong need in securing a local board policy in support of career education and help in strengthening their implementation of career education. From this needs assessment, six key program goals have been developed that are geared toward meeting specific outcome goals for students. (Author/CT)

Descriptors: Business/ Career Awareness/ Career Development/ *Career Education/ Career Exploration/ Career Planning/ Counselor Training/ Curriculum Development/ Data Analysis/ Decision Making/ *Educational Objectives/ Industry/ Inservice Teacher Education/ Job Search Methods/ *Needs Assessment/ Personnel Needs/ Program Development/ Self Evaluation/ State Surveys/ *Statewide Planning/ *Student Needs/ Vocational Education

Identifiers: Education Amendments 1974/ *Maryland

ED164834 08 CE018707

Experienced-Based Career Education, Part D, 13.502. Final Report, Year 2 1977-78 .

Muse, Ivan D.; Coombs, C. Garn

1 Nov 78 160p.; For a related document see ED 147 524

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 502AH60105

Grant No.: G08-76-00115

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Language: English

Geographic Source: U.S./ Utah

Government: Local

During the 1977-78 school year, students from four Utah high schools participated in the evaluation of an experience-based career education (EBCE) project. The 228 students (115 girls and 113 boys) enrolled in EBCE were designated the experimental group and a randomly selected English class from each high school was treated as the control group. Specified student outcomes were categorized into three areas: career skills, life skills, and basic academic skills. To gather data, the evaluators used the following instruments: Career Maturity Inventory; Career Attitude Scale; Self-Directed Search Interest Inventory; Assessment of Student Attitudes Scale; Stanford Test of Academic Skills; Student Demographic Data Questionnaire; Teachers, Students, Site Coordinators, and Parent Attitude Surveys; and grade reports. In addition, reports, interviews, and observations held by the evaluators who monitored the project were analyzed. Some of the major results were that (1) the EBCE project was well organized and managed at all levels; (2) high commitment and enthusiasm were shown by school personnel, administration, parents, community employers, and students; (3) grade patterns of EBCE students were basically uniform with those of control students; (4) tests of academic skill development did not show significant gains in EBCE students as compared to control students; and (5) overall, EBCE students did show increased career awareness and career knowledge. (BM)

Descriptors: *Academic Achievement/ Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ Evaluation Methods/ *Experiential Learning/ Measurement/ Occupational Information/ Program Attitudes/ *Program Evaluation/ Questionnaires/ Rating Scales/ Research Methodology/ Secondary Education/ Work Attitudes

Identifiers: *Experience Based Career Education

ED164833 08 CE018702

Experience-Based Career Education Project for the R.I. Department of Education. Final Evaluation Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Aug 78 127p.; Italicized paragraphs and appended materials containing small print will not reproduce well. For a related document see ED 150 289

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Language: English

Geographic Source: U.S./ Rhode Island

The Rhode Island Experience-Based Career Education (EBCE) project served high school juniors and seniors in seven communities by offering career exploration activities, career counseling, and academic instruction. (The academic component was not implemented in all participating schools.) The project sought to increase the career maturity, career knowledge, learning attitudes, and self concepts of EBCE participants. It also sought to increase or maintain the basic skill levels of EBCE participants. An institutional cycle design was adopted for evaluation making it possible for longitudinal analyses. The evaluation design included data collection of student achievement/change, project staff perceptions, and employer perceptions. The following instruments were used: Comprehensive Test of Basic Skills; Career Maturity Inventory; Student Attitude Survey; Self Directed Interest Inventory; and surveys to collect perceptual data from students, school staff, and employers. Test results indicated that EBCE students tended to show gains (some significant, some not) in all test areas and that academic achievement was not hindered by EBCE participation. Staff, students, and employers rated career exploration as the strongest component. Students perceived the career counseling component as helpful in sharing ideas and experiences. Overall, all participants were satisfied with the program. The project staff was successful in providing learning experiences, combining resources, placing students at job sites, recruiting employers, forming an advisory board, and devising a plan for eventual assimilation of EBCE into Rhode Island school systems at minimal cost. (BM)

Descriptors: Academic Achievement/ *Career Development/ *Career Education/ *Career Exploration/ Community Involvement/ Evaluation Methods/ Experiential Learning/ Program Attitudes/ Program Development/ *Program Evaluation/ Secondary Education/ Self Concept/ Surveys/ *Vocational Counseling/ Vocational Maturity/ Work Attitudes

Identifiers: *Experience Based Career Education/ Rhode Island

ED164808 08 CE018245

Operational Model for Career Development and Vocational Preparation. Final Report.

Upton, Anne L.; Barrett, Samuel L.

California State Dept. of Education, Sacramento.; Fremont Unified School District, Calif.; Huntington Beach Union High School District, Calif.

Oct 78 412p.; Not available in hard copy due to reproducibility problems. For related documents see ED 145 104-107

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502A960015

Grant No.: 391-75-0089

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ California

Three California State Department units (vocational education, pupil personnel services, and career education) and two school districts (Fremont Unified and Huntington Beach Union High) established a consortium to develop demonstration sites for model career development and vocational preparation systems and staff development programs. The Huntington Beach Union High project developed and articulated a K-12 competency-based career education model. Data collected was inappropriate for determining whether growth was statistically significant, but student understanding increased after the program. Without a control group, it could not be stated that gains would not have occurred without the career education experience. The Fremont Unified project developed and implemented a career decision making course. Activities were developed to meet objectives of six components: career guidance center, career decision making, staff development/infusion, articulation, community involvement, and dissemination. Data was analyzed by a third-party evaluator. Although many objectives were met, a teacher's strike affected objectives that required extensive teacher involvement. (Appendixes include the third-party evaluation report, Fremont Unified School District's skills assessment, articulated K-12 career education program, career decision making materials, and Huntington Beach Union High School District's career development competency model and student assessment forms; see note for Huntington Beach's K-12 curriculum guides.) (Author/CSS)

Descriptors: Academic Achievement/ Career Awareness/ Career Choice/ *Career Development/ *Career Education/ Career Exploration/ Community Involvement/ Curriculum Development/ *Daily Living Skills/ Decision Making/ Demonstration Programs/ Interpersonal Competence/ Occupational Clusters/ *Performance Based Education/ Program Development/ Program Evaluation/ School Community Cooperation/ Secondary Education/ *Staff Improvement/ Student Attitudes/ Teacher Role/ *Vocational Education

Identifiers: California/ Fremont Unified School District CA/ Huntington Beach Union High School District CA

ED164777 08 CE017740

CERES: Career Education Responsive to Every Student. Final Report.

Ceres Unified School District, Calif.

76 201p.; Not available in hard copy due to small print in original document; For related documents see CE 017 741, ED 114 586, and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50651

Grant No.: G007506902

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ California

This report summarizes the development of a model career education program called CERES (Career Education Responsive to Every Student), which was designed to infuse career education concepts into elementary and secondary school curriculum and to articulate a curriculum structure to aid students in career choice and preparation. Following an Introduction (chapter I), chapter II focuses on the accomplishments of the program's components: elementary, junior high, and senior high school instruction; adult and vocational education; guidance; handicapped instruction; teacher inservice and preservice training; and project administration. Chapter III reviews problems and changes in the project, including the lack of clear objectives and activities and the difficulty of articulating and integrating regular and special education. Chapter IV delineates the dissemination effort made both within and outside of the school district. Chapter V describes special activities for the reduction of sex stereotyping. Following a chapter on evaluation methods (both external see CE 017 741 and internal evaluation were used), chapter VII draws the following conclusions: (1) important elements for the project's success were inservice education for curriculum change and board-of-education and community support; (2) academic achievement was favorably impacted by a career education thrust; (3) commercial curricular materials were not appropriate so that local materials were developed; and (4) the project was successful in meeting its primary objectives. (ELG)

Descriptors: Adult Education/ *Articulation (Program)/ *Career Development/ *Career Education/ Community Involvement/ Curriculum Development/ Educational Administration/ Educational Change/ Educational Objectives/ Educational Problems/ *Elementary Secondary Education/ Evaluation Methods/ Failure Factors/ Information Dissemination/ Instructional Materials/ Models/ Occupational Guidance/ *Program Development / Sex Stereotypes/ Special Education/ Success Factors/ Teacher Education/ Vocational Education

Identifiers: Education Amendments 1974

ED164775 08 CE017730

Classrooms beyond School Walls for Grades K-12. Mamaroneck Career Education Project. Final Report.

Mamaroneck Union Free School District 1, N.Y.

76 69p.; Not available in hard copy due to thin type in original document; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50391

Grant No.: G007502352

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ New York

This document contains two reports on the Classrooms beyond Walls Career Education Project conducted by the Mamaroneck Union Free School District and the Sound Consortium for grades K-12 in the 1975-76 school year. The final report summarizes the project's major objectives (increasing self-awareness and decision-making skills, training teachers in curriculum modification for career education, and coordinating more closely in the world of work and education), the learning activities of the school districts in the Consortium, the dissemination activities and goals of the Consortium, and the special problems of financial support and staff hiring and training. The summative evaluation report which was prepared by a third party discusses the preparation, administration, and analysis of (1) career education pretests/posttests for senior and eighth-grade English classes, high school science classes, and fifth- and sixth-grade newspaper units; (2) a pretest/posttest for the Career Internship Program, and (3) a staff questionnaire on attitudes toward career education. Recommendations in the evaluation report include the following: since community involvement is fundamental to this project, teachers and students need to learn more about and utilize more fully community employers and opportunities for educational experiences; career education classroom materials, such as curriculum guides, need to be developed; and a conceptual framework for career education should be created, describing the program content, its relationship to other subjects, and its sequencing over grades K-12. (ELG)

Descriptors: Career Development/ *Career Education/ Community Involvement/ Demonstration Projects/ Educational Needs/ Educational Objectives/ *Educational Programs/ *Elementary Secondary Education/ English Education/ *Experiential Learning/ Financial Needs/ Information Dissemination/ Instructional Materials/ Internship Programs/ Journalism Education/ Learning Activities/ Models/ Needs Assessment/ Personnel Needs/ *Program Development/ *Program Evaluation/ Science Education/ Student Attitudes/ Success Factors/ Teacher Attitudes

Identifiers: Education Amendments 1974

ED164755 08 CE016601
Career Planning Support System Program (CPSS). Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
28 Oct 77 14p.; For a related document see ED 146 441
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Contract No.: NE-C-00-3-0079
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ Ohio

Intended for the developmental practitioner, this report examines literature produced by the Career Planning Support System dealing with career guidance in four major areas: minority youth; women; transition from school to work; and program planning and evaluation. The area of minority youth includes a review of literature on: educational and occupational choice and the effect on achievement; research on the role of significant other influence in the education and occupational choices of black and white urban youth; research in the same area concentrating on females; and a handbook on sources of influence on career decision making. Regarding career development of women, one publication reports the findings of a study that applied two career pattern systems for women to data available on a national sample. Another discusses the representation of careers for women in career guidance materials. Also, a parent handbook is reviewed that examines career implications of sex stereotyping. An instructional unit concerning the transition from school to work is described in detail including titles and prices of instructional packages. A complete set of materials for guidance program planning and evaluation is presented along with prices for the set and single copy prices. This set contains booklets, handout material masters, a filmstrip, and a cassette tape. (CT)

Descriptors: Black Youth/ Career Choice/ Career Development/ *Career Planning/ Decision Making/ *Females/ *Guidance Programs/ Instructional Materials/ Literature Reviews/ *Minority Groups/ *Occupational Guidance/ Program Evaluation/ Program Planning/ Research Reviews (Publications)/ Role Models / Sex Stereotypes/ Urban Youth/ *Vocational Adjustment/ Vocational Maturity

ED164742 UD019082
Inner City Human Factors Evaluation.
Griffith, Albert R.
Jun 77 63p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S.

This evaluation examines the degree to which human factors support, relate to, or impede the successful achievements of Polaroid's Inner City mission to provide on-the-job training for the career development of disadvantaged workers. The program is cited as a model for industry-based career education. Background information is provided on the social/historical context within which Inner City operates, the psychological and practical needs of the disadvantaged workers served, and options, objectives and the present organization of Inner City. The evaluation represents both observations of the evaluators and data yielded from a questionnaire administered to the program participants. The observations include the way the mission is approached from a human factors point of view relative to skill training, counseling, and placement. Also discussed are communication systems (formal and informal) among staff and trainee populations, trainee backgrounds, their perceptions of training, counseling, and placement, and their recommendations and gains. In addition, the report proposes recommendations for constructive change in the present model. Appendices include a trainee review form, a human resources report, and a copy of the questionnaire distributed to participants. A list of references is included. (EB)

Descriptors: *Adult Vocational Education/ *Career Development/ *Disadvantaged Groups/ Job Placement/ Labor Force Nonparticipants/ Manpower Development/ On the Job Training/ Postsecondary Education/ Program Evaluation/ *Staff Role/ Vocational Counseling/ *Work Attitudes
Identifiers: *Polaroid

ED164616 TM008192
An Evaluation of the Engineering Industrial Support Program for 1977-1978.
Herr, Gregory; Gilliam, Elizabeth K.
Michigan Univ., Ann Arbor. School of Education.
29 Sep 78 46p.; Evaluation conducted by the Consortium for Evaluation Research Training and Service
Sponsoring Agency: Ford Motor Co., Dearborn, Mich.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ Michigan

The evaluation of a program designed to encourage minority group high school students to pursue a career in engineering is described. Program goals involved: (1) helping students to acquire an appreciation of the field, learn about requirements for entering an undergraduate program, and strengthen academic skills; (2) encouraging local industry participation; (3) encouraging the active involvement of high school teachers and counselors; (4) facilitating high school groups for future engineers; (5) involving parents; and (6) following project students as they progress through college. Participant activities included visits to several industrial sites and presentations by engineers at the University of Michigan. Some students also participated in a summer program emphasizing mathematics and technical communications skills. Data were drawn from project records, student surveys, and results of a mathematics test and written essay. Although portions of the program's objectives were not met during the first year of operation, many positive outcomes of the program were noted. Success of the summer academic program was indicated by significant increases in the criterion measures. Based upon the data and upon informal discussions and interviews, specific conclusions and recommendations were given. (Author/GDC)

Descriptors: *Career Awareness/ *Career Development/ College High School Cooperation/ Community Involvement/ *Developmental Programs/ *Engineering/ Higher Education/ *Minority Groups/ Objectives/ Participant Satisfaction/ *Program Evaluation/ Secondary Education

ED163386 CG013160
Searchlight. Relevant Resources in High Interest Areas. Career Development: Programs and Practices
Mamarchev, Helen L.; Pritchett, Beverly
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
78 122p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Grant No.: 400-78-0005
Available from: ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English
Geographic Source: U.S./ Michigan

This collection of ERIC document resumes is designed to assist counselors and other educational personnel involved in the development and maintenance of career guidance programs. The materials presented are a result of a computer search covering the ERIC data base from November 1966 through May 1978. The documents provide examples of exemplary programs, practices and materials in the area of career development. To simplify the reader's search for relevant information, a Program Analysis Matrix is provided to analyze each program noted in the ERIC citations, in terms of its special target population, education level, focus, materials, methods, and geographic location. (Author/HLM)

Descriptors: Annotated Bibliographies/ *Career Development/ *Career Education/ *Counseling Programs/ Educational Practice/ Elementary Secondary Education/ *Guidance Programs/ Higher Education/ Program Content/ Program Descriptions/ *Reference Materials/ *Resource Materials

ED163332 CG013019
Freedom For Individual Development: Counseling and Guidance.
Wolleat, Patricia L.; And Others
Wisconsin State Dept. of Public Instruction, Madison.
Aug 77 144p.; For related documents see UD 018 636, CG 013 013, CG 013 018-021
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 565AH61316
Grant No.: G00760496B
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ Wisconsin
Government: State

This module consists of materials for use in an inservice program for school counselors and other pupil personnel workers and is designed to aid in diminishing sex sterotyping. There are two major parts to this training program. The first is an eight-hour Workshop Component which is divided into four two-hour units. The second component is a resource packet. This packet contains materials which can be used directly by participants on an individual basis. It is organized into four units corresponding to workshop components. The program is divided into four units: (1) focus on self-awareness; (2) educational planning for individual development; (3) women in the work force; and (4) career planning for individual development. Each module unit gives methods, rationale, objectives, activities, and contents of the "Resource Packet," as well as instructions for workshop activities and handouts and evaluation forms for the unit. (Author/JLL)

Descriptors: Academic Achievement/ Career Development/ *Career Planning/ *Counselors/ *Educational Change/ Elementary Secondary Education/ *Group Activities/ Program Guides/ Pupil Personnel Workers/ *Sex Stereotypes/ *Social Values/ Working Women

ED163196 08 CE018454
SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.
New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
77 126p.; For a related document see CE 018 453
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ New York
Government: Local

This manual has been prepared as a supplement to the final report (CE 018 453) on the Systemwide Career Education Cluster-Based Articulated Model Program, SCECAMP. An introduction provides an overview of the SCECAMP project and the rationale for this replication manual. The first of the three major sections contained in this document summarizes the background, definitions, goals, and objectives of SCECAMP. Section 2 describes the developmental nature of career education based on Donald Super's theory. Section 3, which comprises the major portion of this manual, presents the design for replication in the following seven stages: (1) site selection and development, (2) staff development and training, (3) curriculum planning, (4) guidance and support services, (5) community resources, (6) dissemination, and (7) evaluation. The goals, implementation strategies, and expected outcomes are presented for each of the seven processes. Also included for each process are related materials and a checklist. (BM)

Descriptors: *Articulation (Program)/ Career Development/ *Career Education/ Community Resources/ *Curriculum Development/ Educational Objectives/ Elementary Secondary Education/ Evaluation/ *Faculty Development/ Guidance Services / Information Dissemination/ Occupational Guidance/ *Program Design/ *Program Development/ Program Guides/ Program Planning

ED163193 08 CE018430

Occupational Competence Access Project. Final Report.

Post, John O., Jr.

Institute for Career Research, Hanover, Mass.

Jul 78 189p.; Not available in hard copy due to weak print in original document. For a related document see CE 018 431

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502A150002D

Grant No.: G310-75-0010

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Massachusetts

The Occupational Competence Access Project (OCAP) was conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. Some of the project's major accomplishments were establishment of career information centers; development and implementation of career guidance philosophy and policies; development of industrially validated curriculum in vocational areas; establishment of career development components in several academic areas; and the establishment of a community resource system. Summative evaluation data were collected through a pre-posttest of all students at both project sites. The impact the project had on the schools was also determined through interviews and an examination of school policy formation. The project was found to have positively influenced the occupational awareness, career maturity, and decision making abilities of the student population and to have had a favorable influence on the school's personnel and policy directions. In addition, formative evaluation inputs were collected on an ongoing basis. (Several appendixes containing curriculum products, forms, and other related materials are included in a separate document, CE 018 431.) (BM)

Descriptors: *Access to Education/ Articulation (Program)/ Career Awareness/ Career Development/ *Career Education/ Career Exploration/ Community Resources/ Counselor Role/ *Curriculum Development/ Decision Making Skills/ Evaluation Methods/ Guidance Programs/ *Occupational Guidance/ Program Effectiveness/ *Program Evaluation/ Program Planning/ Resource Centers/ School Community Relationship/ School Industry Relationship/ Teacher Role/ *Vocational Education/ Vocational Maturity

ED163167 08 CE017643

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Final Financial Status and Performance Report.

Northwestern Tri-County Intermediate Unit 5, Edinboro, Pa.

76 73p.; For related documents see CE 017 642, ED 114 586, and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50287

Grant No.: G007502398

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Language: English

Geographic Source: U.S./ Pennsylvania

Government: Local

A project was conducted based on the following three objectives: (1) demonstrate a regional plan for the implementation of an open entry-exit (flexible) career development program encompassing career awareness, career exploration, and career preparation; (2) expose each student to a range of career clusters within the context of his educational development and career development levels (awareness, exploration, and preparation); and (3) develop and implement a model computer resource, career-oriented curriculum for use at all grade levels (K-12). Two career education curriculum resource units were developed and four career education resource units were revised by K-12 classroom teachers during the 1975-76 project year. These resource units were keypunched and stored in a computer for retrieval as per teacher/student requests. Several inservice meetings were conducted for seventeen school districts throughout a three-county area in Northwestern Pennsylvania, and community interaction was increased. The evaluation plan was basically one of measuring the effectiveness of the K-12 Career Education Curriculum Model. (See CE 017 642 for the evaluation report.) In summary, the evaluators felt that, due to the limited amount of time during which the students were exposed to the project, the benefits of career education could not totally be assessed by the testing program. In general, responses from teachers and administrators to the materials, format, and methodology were favorable. (Author/BM)

Descriptors: Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ Community Involvement/ *Computer Oriented Programs/ *Curriculum Development/ Elementary Secondary Education/ Faculty Development/ Inservice Teacher Education/ Occupational Clusters/ *Program Development / *Program Evaluation/ Program Planning/ Resource Units/ Teacher Developed Materials/ Vocational Education

Identifiers: Education Amendments 1974/ Pennsylvania

ED163166 08 CE017642

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report.

Northwestern Tri-County Intermediate Unit 5, Edinboro, Pa.

Jul 76 191p.; Not available in hard copy due to faint and broken type in the original document; For related documents see CE 017 643, CE 019 276, ED 114 586, and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50287

Grant No.: G007502398

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Pennsylvania

Government: Local

An evaluation was conducted to measure the effectiveness of the K-12 Career Education Curriculum Model developed and implemented in the Northwest Tri-County Intermediate Unit (Edinboro, Pennsylvania). (See CE 017 643 for a detailed description of the project.) Career awareness, career exploration, and career preparation of pupils, K-12, were evaluated using standardized tests (relating to academic achievement in reading, mathematics, and career knowledge) and evaluator-designed tests (relating to progress toward project objectives). A sample was drawn from the seventeen school districts participating, and a basic control-group, pretest-posttest design was utilized for testing. Questionnaires were administered to teachers and administrators. (Many of the instruments are appended.) Minimal differences in academic achievement were reported between the experimental and control groups. All groups made gains in achievement during the year, but it was not possible to show that the use of the career units influenced these gains. In the area of career education, the experimental kindergarten and second-grade groups scored significantly higher than their control groups, but no significant differences were detected at the higher grade levels. The evaluators felt that in the limited amount of time during which the students were exposed to the project the benefits of career education could not totally be assessed by the testing program. Satisfactory progress was made toward diffusion of the curriculum project, and feedback from teachers and administrators was generally favorable. (BM)

Descriptors: *Academic Achievement/ Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ Community Involvement/ *Computer Oriented Programs/ Curriculum Development/ Elementary Secondary Education/ Faculty Development/ Inservice Teacher Education/ Occupational Clusters/ Program Attitudes/ *Program Effectiveness/ *Program Evaluation/ Questionnaires/ Resource Units/ Standardized Tests / Teacher Developed Materials/ Vocational Education

Identifiers: Education Amendments 1974/ Pennsylvania

ED162178 CG012885

Counselors, Education and Mousetraps: An Action Plan for the Junior High School Counselor.

Oakes, Jack E.

17 May 78 37p.; Appendix not filmed due to copyright

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S./ California

This paper describes a plan for career education which is being adopted by the California Career Education Task Force with the intent of aiding the State Department of Education. The plan will be useful to many educators throughout the country. Part One of this paper deals with counselor effectiveness. Guidance and counseling program modes as well as change opportunities are discussed. Part Two discusses research and theories available to the counselor. Presented are ideas of Piaget, Kolberg, Newmann, Dewey, and Gordon. Part Three proposes an action plan based on the material presented in Part Two. The plan combines developmental psychology, community-based education, moral development, and career education. A sample plan and the steps for its institution are provided. Part Four evaluates the basic structure of the action plan. Hallmarks of the plan are a holistic concern for the student, and simplicity. Adoptibility to subject matter, moral development, social interaction with the community, enhancement of a vocational self-image, and room for creative are positive features. (Author/JLL)

Descriptors: Career Development/ *Career Education/ *Community Involvement/ *Counseling Effectiveness/ *Curriculum Development/ Developmental Stages/ *Guidance Counseling/ Junior High Schools/ Junior High School Students/ Moral Development/ Occupational Guidance/ Program Descriptions/ *State Programs

ED162163 CE018798
WORK-ED. (World of Related Knowledge and Educational Development). A Manual for Trainers.
Fraleigh, Virginia A.
Hackettstown High School, N. J.
May 78 30p.; Photographs in this document will not reproduce well; For related documents see CE 018 169, ED 147 485-486, and ED 150 452
Sponsoring Agency: New Jersey State Dept. of Education, Trenton.
Available from: World of Related Knowledge and Educational Development, Hackettstown High School, Hackettstown, N.J. 07840 ($7.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ New Jersey

This manual is designed to assist personnel responsible for training teachers in the implementation of the World of Related Knowledge and Educational Development (WORK-ED). (The program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals.) It is a guidance-based program incorporating basic skills, human values, and career awareness. The material contained in this manual is designed to be presented in three training sessions. Session 1 includes the following: an overview of career education; an introduction to the WORK-ED program and materials; learning activities in values clarification; a brief consideration of community involvement; and a delineation of staff responsibilities. The second training session focuses on evaluation and record keeping, and the third session covers costing and monitoring procedures. Time schedules, information handouts, and related forms are included with the guidelines for each training session. A two-volume curriculum manual (ED 147 486 and CE 018 169) and an administrator's manual (ED 147 485) accompany this document. A project report is also available (ED 150 452). (BM)

Descriptors: Basic Skills/ Career Awareness/ Career Choice/ Career Development/ *Career Education/ Community Involvement/ Counselor Evaluation/ Educational Alternatives/ Grade 9/ *Inservice Teacher Education/ *Occupational Guidance/ Occupational Information/ *Program Administration/ Program Budgeting/ *Program Descriptions/ Program Development/ Recordkeeping/ Secondary Education/ Staff Role/ *Student Evaluation/ Teacher Education/ Teacher Evaluation/ Values/ Vocational Counseling
Identifiers: *World Related Knowledge Educational Development

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ED162160 08 CE018711
National Alliance of Business and Career Education. Monographs on Career Education.
Hoyt, Kenneth B.
Office of Career Education (DHEW/OE), Washington, D.C.
Jun 78 23p.; Appendixes may not reproduce well due to small print
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01888-8)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
Government: Federal

This monograph, summarizing the ideas of participants attending a two-day mini-conference, provides educators with information on the relationship between the National Alliance of Business (NAB) and career education. This booklet begins with a section presenting background information on NAB and several standard NAB youth programs. The next section provides specific examples of NAB involvement with local career education efforts, including the NAB Career Guidance Institute (CGI) youth program. Also, examples of collaboration between NAB and Youth Employment Demonstration Program Act (YEDPA) programs in local career education efforts are presented. Then follows a section highlighting five common problems along with suggested solutions for closer NAB and career education working relationships. The next section summarizes the hopes and aspirations expressed by the participants and is followed by some concluding remarks. A list of participants and issues raised by the participants is attached. (EM)

Descriptors: *Business Responsibility/ Career Development/ *Career Education/ *Community Cooperation/ Conference Reports/ Cooperative Programs/ Disadvantaged Youth/ Economic Disadvantagement/ Job Development/ National Organizations/ Program Descriptions/ School Community Cooperation/ Unemployed / Youth/ *Youth Employment/ Youth Problems/ Youth Programs
Identifiers: *National Alliance of Business

ED162103 08 CE018218

Project CERES. Ceres Unified School District, Ceres, California.

Baker, Octave V.; Lish, Virginia

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

30 Jun 78 44p.; For related documents see CE 018 212-223 and CE 018 823

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-66700-6/78-TR2(6)

Contract No.: 300-77-0303

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S./ California

This description of career education activities in the Ceres (California) Unified School District was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Career Education Responsive to Every Student (CERES) project, the ultimate goals are stated as follow: (1) infuse career education concepts into the elementary and secondary curriculum, and (2) develop an articulated curriculum that provides for student attainment of career education goals. The primary subjects are identified as approximately 4,200 students in grades K-12, and the evaluation design is described as a pre-post treatment and control group design. (BM)

Descriptors: *Articulation (Program)/ Career Awareness/ Career Development/ *Career Education/ Career Exploration/ Career Planning/ Community Involvement/ Consumer Economics/ *Curriculum Development/ Decision Making/ Demonstration Projects/ Educational Counseling/ Educational Objectives/ Elementary Secondary Education/ Evaluation Criteria/ *Evaluation Methods/ Faculty Development/ *Fused Curriculum/ Parent Participation/ Program Administration/ Program Descriptions/ Program Development/ *Program Effectiveness/ Program Evaluation/ Resource Materials/ Self Concept/ Vocational Education/ Work Attitudes

Identifiers: California/ Ceres Unified School District CA/ Education Amendments 1974

ED162102 08 CE018217

Project CDCC. Coloma Community School District, Coloma, Michigan.

Kaplan, Carol B.; Downey, Lee

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

30 Jun 78 35p.; Information in Appendix B will not reproduce well due to small print; For related documents see CE 018 212-223 and CE 018 823

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-66700-6/78-TR2(5)

Contract No.: 300-77-0303

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S.

This description of career education activities in Coloma, Michigan, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. The ultimate goal of the Coloma Career Development Centered Curriculum (CDCC) project was to provide career development instruction to rural students at the elementary level. (This instruction is designed especially to increase students' awareness of life roles, to help them formulate realistic self concepts, and to foster the development and use of decision-making skills.) The primary subjects are identified as approximately 1,600 students in grades K-6, and the evaluation design is described as a pre- and posttest design using comparable groups of treatment and control students. (BM)

Descriptors: *Career Awareness/ Career Development/ *Career Education/ Community Involvement/ Curriculum Development/ *Decision Making Skills/ Demonstration Projects/ Educational Objectives/ Elementary Education/ Evaluation Criteria/ *Evaluation Methods/ Faculty Development/ Parent Participation / Program Administration/ Program Descriptions/ Program Development/ *Program Effectiveness/ Program Evaluation/ Resource Materials/ Resource Units/ Rural Schools/ *Self Concept

Identifiers: Coloma Community School District MI/ Education Amendments 1974/ Michigan

ED162101 08 CE018216
Project CAP. Boston Mountains Educational Cooperative, Greenland, Arkansas.
Hamilton, Jack A.; Leffler, Jeanne
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
30 Jun 78 45p.; For related documents see CE 018 212-223 and CE 018 823
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.: AIR-66700-6/78-TR2(4)
Contract No.: 300-77-0303
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S.

This description of career education activities in Greenland, Arkansas, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Boston Mountains Educational Cooperative Career Awareness Project (CAP) the ultimate goal is stated as follows: to provide awareness of adult occupations among students, along with regular instruction in basic academic areas. (Special emphasis is placed on showing students that the studying they are doing in school is important and related to work they will encounter outside of school.) The primary subjects are identified as students in grades K-6 in six area schools, and the evaluation design is described as a posttest-only design using comparable groups of treatment and control students. (BM)

Descriptors: *Career Awareness/ Career Development/ *Career Education/ Community Involvement/ *Curriculum Development/ Demonstration Projects/ Educational Objectives/ Elementary Education/ Evaluation Criteria/ *Evaluation Methods/ Faculty Development/ Fused Curriculum/ Intermediate Grades/ Occupational Information/ Parent Participation/ Program Administration/ Program Descriptions/ Program Development/ *Program Effectiveness/ Program Evaluation/ *Relevance (Education)/ Resource Materials
Identifiers: Arkansas (Greenland)/ Boston Mountains Educational Cooperative AR/ Education Amendments 1974

Fostering a Team Approach to Career Education. Prince George's County Public Schools, Upper Marlboro, Maryland.
Lipe, Dewey; Gushee, Theresa
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
30 Jun 78 27p.; For related documents see CE 018 212-223 and CE 018 823
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.: AIR-66700-6/78-TR2(3)
Contract No.: 300-77-0303
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S.

This description of career education activities in Prince George's County, Maryland, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects is described in terms of project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. The ultimate goal of the particular project reported here was to implement in each junior high school a successful team approach to career education based on four aspects of career education (academic activities, individualized student activities, guidance activities, and exploratory on-the-job or simulated work experiences). The primary subjects are identified as junior high school administrators, counselors, teachers, and students, and the evaluation design is described as a pretest-posttest design using treatment and control group students. (BM)

Descriptors: Career Awareness/ *Career Development/ *Career Education/ Career Exploration/ Community Involvement/ Curriculum Development/ Demonstration Projects/ Educational Objectives/ Evaluation Criteria/ *Evaluation Methods/ Experiential Learning/ *Faculty Development/ Fused Curriculum/ Junior High Schools/ Parent Participation/ Program Administration/ Program Descriptions/ Program Development/ *Program Effectiveness/ Program Evaluation/ Resource Materials / Simulation/ *Teamwork/ Vocational Counseling
Identifiers: Education Amendments 1974/ Maryland (Prince Georges County)

ED162100 08 CE018215

ED162099 08 CE018214

Developmental Career Guidance Project. Pima County, Arizona.

McBain, Susan L.; McKay, Joyce

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

30 Jun 78 52p.; For related documents see CE 018 212-223 and CE 018 823

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-66700-6/78-TR2(2)

Contract No.: 300-77-0303

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Language: English

Geographic Source: U.S.

This description of career education activities in Pima County, Arizona, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Pima County project, the ultimate goal is stated as follows: to help all students in the county grow in the areas of self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and appreciations and attitudes. The primary subjects are identified as Pima County's 90,000 students in grades K-12, and the evaluation design is described as a posttest-only design using comparable groups of treatment and control students in grades 4-12. (BM)

Descriptors: American Indians/ *Career Awareness/ *Career Development/ *Career Education/ Community Involvement/ Consumer Economics/ Decision Making/ Demonstration Projects/ Educational Counseling/ Educational Objectives/ Elementary Secondary Education/ Evaluation Criteria/ *Evaluation Methods/ Faculty Development/ Job Skills/ Leisure Time/ Mexican Americans/ Parent Participation/ Program Administration/ Program Descriptions/ *Program Development/ *Program Effectiveness/ Program Evaluation/ Resource Materials/ Self Concept/ Student Attitudes/ Vocational Counseling/ Work Attitudes

Identifiers: Arizona (Pima County)/ Education Amendments 1974

ED162098 08 CE018213

Career Development Program. Akron Public Schools, Akron, Ohio.

McBain, Susan L.; Topougis, Nicholas J.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

30 Jun 78 52p.; For related documents see CE 018 212-223 and CE 018 823

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.: AIR-66700-6/78-TR2(1)

Contract No.: 300-77-0303

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Language: English

Geographic Source: U.S./ Ohio

This description of career education activities in Akron (Ohio) Public Schools was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Akron Public Schools Career Development Program, the ultimate goal is stated as follows: to increase students' self-awareness and self-esteem, knowledge of the world of work, and skills in decision making. The primary subjects are identified as primarily students in grades K-10, and the evaluation design is described as a posttest-only design using equal numbers of randomly selected program and non-program students. (BM)

Descriptors: *Career Awareness/ Career Development/ *Career Education/ Community Involvement/ *Decision Making Skills/ Demonstration Projects/ Educational Objectives/ Elementary Secondary Education/ Evaluation Criteria/ *Evaluation Methods/ Faculty Development/ Parent Participation/ Program Administration/ Program Descriptions/ Program Development/ *Program Effectiveness/ Program Evaluation/ Resource Materials / School Community Relationship/ *Self Concept

Identifiers: Akron Public Schools OH/ Education Amendments 1974/ Ohio (Akron)

ED162094 CE018169

WORK-ED. (World of Related Knowledge and Educational Development). A Curriculum Manual for Teachers--Volume II.

Hackettstown High School, N. J.

Jan 78 77p.; Photographs in this document may not reproduce well; For related documents see CE 018 798, ED 147 485-486, and ED 150 452

Sponsoring Agency: New Jersey State Dept. of Education, Trenton.

Available from: World of Related Knowledge and Educational Development, Hackettstown High School, Warren Street, Hackettstown, New Jersey 07840 ($7.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Language: English

Geographic Source: U.S./ New Jersey

This volume is the second of a two-volume curriculum manual (see also ED 147 486) for teachers which contains materials designed for use in implementing the World of Related Knowledge and Educational Development (WORK-ED) program. (This program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals. It is a guidance-based program incorporating basic skills, human values, and career awareness.) Divided into seven chapters, this manual presents units of study in basic communication skills and various career clusters. The units are designed to be implemented in a daily two-period course and include objectives, activities, time lines, resources, duplication materials, and evaluation procedures. The seven chapters cover (1) listening skills, (2) reading skills, (3) consumer education, (4) introduction to drafting, (5) graphic technology, (6) math careers, and (7) careers in music. An administrator's manual (ED 147 485), teacher training manual (CE 018 798), and a project report (ED 150 452) are also available. (BM)

Descriptors: Career Awareness/ Career Development/ *Career Education/ Career Opportunities/ *Communication Skills/ Consumer Education/ Curriculum Guides/ Drafting/ Educational Alternatives/ Educational Objectives/ Grade 9/ Graphic Arts/ *Learning Activities/ Listening Skills/ Mathematics/ Music/ Occupational Clusters/ *Occupational Guidance/ *Occupational Information/ Reading Skills/ Resource Materials/ Secondary Education/ Units of Study/ Values

Identifiers: *World Related Knowledge Educational Development

ED162074 08 CE017827

The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. (Revised). Bulletin 7070.

Wisconsin State Dept. of Public Instruction, Madison.

76 31p.; For the original edition of this document see ED 092 799

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S./ Wisconsin

Government: State

This curriculum guide was developed to assist teachers (K-12) in developing comprehensive industrial education programs, establish individual courses, or plan instruction integrated with other academic areas. This booklet's content is presented in eight sections. The first, an introduction for teachers, explains the purpose of the guide. The next three sections briefly provide a rationale for industrial education and define industry and industrial education. The next and longest section identifies five behavioral objectives of industrial education and for each objective presents a matrix to serve as a basis for selecting and organizing content. The elements of industry (system, resource, and coordinating elements) appear on the vertical axis of the matrix while content organizers (elements that provide specific focus for each objective) appear on the horizontal axis. The sixth section discusses three levels in the process of local curriculum planning, development, and review. The next section lists examples of sub-objectives and activities, while the last one presents questions that can be used by teachers to provide students with the opportunity to interact with each other and examine issues. A list of supplementary references and a bibliography are attached. (EM)

Descriptors: *Behavioral Objectives/ Career Development/ Career Exploration/ Communication Skills/ *Curriculum Development/ Curriculum Planning/ Elementary Secondary Education/ *Industrial Education/ Job Skills/ Learning Activities/ Management Development/ Skill Development/ State Curriculum Guides/ *Systems Analysis/ Systems Approach

Identifiers: Wisconsin

ED162065 08 CE017615

Project GIVE. Final Report.

Maine School Administrative District 51, Cumberland Center.

76 145p.; Not available in hard copy because of light, broken print in original document; For related documents see ED 114 586 and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50220

Grant No.: G007502238

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Maine

Government: Local

This final report on Project GIVE (Guidance in Vocations and Education) consists of a report by project staff and a third-party evaluation report. The staff report summarizes major activities undertaken to achieve the project's eight basic objectives, anticipated changes and problems, and dissemination and special activities. The evaluation report begins by stating that the project is making substantial progress in all six of its goals: (1) increase career awareness among students; (2) aid in developing students' decision-making skills regarding career choices; (3) develop senior job entry-level skills or readiness for further education; (4) expand community involvement and opportunities for outside learning experiences; (5) increase teacher knowledge of career alternatives related to academic disciplines; and (6) increase use of career education concepts in grades K-12. Three mini-studies are described on the impact that career education has had on student performance; test scores from students in grades 3, 6, and 9 are analyzed and found to show that the infusion of career-education-oriented activities has a substantial effect on student personal growth and language skills. The final section of the evaluation assesses how effectively the project has met its performance objectives for each grade through use of learning activities, such as field trips, guest speakers, classroom discussions, inservice sessions for teachers, career exploration, shadowing, and group guidance sessions. The appendixes include documentation for the evaluation and the project proposal. (ELG)

Descriptors: Career Choice/ *Career Development/ Career Education/ Community Involvement/ Educational Objectives/ *Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Inservice Teacher Education/ Language Skills/ Learning Activities/ Occupational Guidance/ Performance Based Education/ Personal Growth/ *Program Development/ *Program Effectiveness/ Program Evaluation/ Teaching Methods

Identifiers: Education Amendments 1974

ED16[illegible] 08 CE018339

Audit and Evaluation of the Georgia Comprehensive Career Guidance Project, Grades 7-12. Final Report.

Walz, Garry R.; Benjamin, Libby

Georgia State Dept. of Education, Atlanta.

14 Oct 76 38p.; For related documents see CE 018 131-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V0244-VZ

Grant No.: OEG-0-74-1741

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Language: English

Geographic Source: U.S./ Michigan

Government: State

An external evaluation was conducted to assess the training packages developed by the Georgia Comprehensive Career Guidance Project (see CE 018 130 for the final report of this project). Three secondary staff development training packages (Educational Environment, CE 018 154; Work and Leisure Environments, CE 018 161; and Human Relations, CE 018 147) were evaluated for feasibility, transportability, and validity. Evaluation of project planning, communication and implementation was also conducted. Overall, the planning aspect of the management was judged to be extensive and generally effective. It was reported that participants at all levels found communication to be insufficient. The training packages were described as well organized, clear in exposition, substantive in content, and unique as a system in the breadth and comprehensiveness of their coverage. Since field testing and the implementation phase was yet to be done, the demonstrated usefulness of the materials could not be assessed. It was recommended that the manuals be analyzed to clarify the overlaps in content and activities and that an explanatory document be prepared to accompany the training packages to describe the relationships between packages and to identify specific goals, objectives, and activities within each training manual. Finally, additional changes in packaging and ideas for future development were suggested. (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Educational Environment/ *Evaluation/ *Faculty Development/ Guidance Programs/ Human Relations/ Inservice Teacher Education/ *Instructional Improvement/ *Instructional Materials/ Leaders Guides/ Leisure Time/ Occupational Guidance/ *Program Coordination/ Secondary Education/ Teacher Workshops/ Work Environment

Identifiers: *Georgia Comprehensive Career Guidance Project

ED160358 08 CE018163

Deliberate Psychological Education. Growth through Human Understanding. Leader's Handbook.

Dunlap, Suzanne Fitzgerald; And Others

Georgia State Dept. of Education, Atlanta.

May 76 91p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V0244-VZ

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.33)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Missouri

Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The eight activities presented in this manual on deliberate psychological education (growth through human understanding) encourage maximum participant involvement and small group experiences. These activities are based on the following goals: to appreciate the need for students to take part in experiential activities; to define human growth in terms of developmental stages; to identify skills needed for developing self-knowledge and effective interpersonal relationships; and to outline the beginning procedures for inaugurating a course in deliberate psychological education. (This manual is designed to accompany another training manual on self validation, CE 018 157. The other six staff development guides are available as ERIC documents CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 161.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Developmental Stages/ Educational Objectives/ Faculty Development/ Guidance Programs/ *Humanistic Education/ *Human Relations/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ *Interpersonal Relationship/ Leaders Guides/ Learning Activities/ Occupational Guidance/ *Program Development/ Program Planning/ Secondary Education/ *Self Concept/ Skills/ Teacher Workshops

Identifiers: Deliberate Psychological Education/ *Georgia

ED160857 08 CE018161

Work and Leisure Environments. Leader's Handbook .

Dagley, John C.; Colby, Pamela G.

Georgia State Dept. of Education, Atlanta.

Feb 76 221p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: V0244-VZ

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($3.20)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S.

Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) Each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty activities presented in this manual on work and leisure environments encourage maximum participant involvement and small group experiences. These activities cover the following subject areas: trends and job classification systems; job expectations and responsibilities; and leisure-related values, needs, and abilities. Also included are strategies, skill objectives, and application objectives, which can be utilized in organizing program activities about work and leisure environments. (The other seven staff development guides are available as ERIC documents CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ *Career Planning/ Educational Objectives/ Employee Responsibility/ Faculty Development/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Job Satisfaction/ Leaders Guides/ Learning Activities/ *Leisure Time/ Occupational Clusters/ Occupational Guidance/ *Occupational Information/ *Program Development/ Program Planning/ Secondary Education/ Skills/ Teachar Workshops/ Values/ Work Attitudes/ *Work Environment

Identifiers: *Georgia Comprehensive Career Guidance Project

ED16[illegible] 08 CE018158

Individual Advisory System.

Moore, Earl J.; And Others

Georgia State Dept. of Education, Atlanta.

Jul 76 136p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157, CE 018 161, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: V0244-VZ

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.33)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Georgia

Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The ten activities presented in this manual on individual advisory systems encourage maximum participant involvement and small group experiences. These activities cover the following goals: to develop a positive attitude toward constructive change in the high school; to have a workable knowledge of the individual advisory system (defined as an organized method in which every student in the school is able to relate personally with at least one faculty member in the school); to understand various means to structure and implement such a system; to outline the beginning procedures for an advisement system in the school; and to identify skills needed to be an advisor and to understand how best to develop these skills. (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157, CE 018 161, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Counseling/ Counselor Role/ Educational Objectives/ *Faculty Advisors/ Faculty Development / Guidance Programs/ *Individual Counseling/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ Occupational Guidance/ *Program Development/ Program Planning/ Secondary Education/ *Skill Development/ Skills/ Teacher Workshops

Identifiers: *Georgia Comprehensive Career Guidance Project/ *Individual Advisory Systems

ED160855 08 CE018157
Self Validation: Putting the Pieces Together. Leader's Handbook .
Beiman, Abbie; And Others
Georgia State Dept. of Education, Atlanta.
Aug 76 109p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-VZ
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.80)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project). The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The fifteen activities presented in this manual on self validation encourage maximum participant involvement and small group experiences. These activities relate to the students' quest for independence, identity, and confidence. More specifically, these activities are designed to help guidance team members learn more about particular psychological concepts and principles which facilitate student understanding of "self" as well as understanding of interactions with others. (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 158, CE 018 161, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Educational Objectives/ Faculty Development/ Guidance Programs/ *Human Relations/ *Individual Development/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ Occupational Guidance/ Program Development/ Program Planning/ Role Perception/ Secondary Education/ *Self Actualization/ Self Esteem/ *Self Evaluation/ Skills/ Teacher Workshops
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160854 08 CE018154

The Educational Environment. Leader's Handbook .
Moyer, Phillip C.; And Others
Georgia State Dept. of Education, Atlanta.
May 76 241p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-VZ
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, University of Georgia, Athens, Georgia 30601 ($3.13)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Language: English
Geographic Source: U.S./ Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The thirty-nine activities presented in this manual on the educational environment encourage maximum participant involvement and small group experiences. These activities cover various strategies which can be used to improve the school learning environment. These strategies include: assessment; tutoring; individual skills development (interaction skills and learning skills); problem-solving; educational planning; environmental appraisal; and the organization of an educational development center. (This center is defined as an area for organized functions that may be provided in a given location or in several locations by a number of people serving as a team.) (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ *Educational Assessment/ *Educational Environment/ *Educational Methods/ Educational Objectives/ Educational Planning/ Faculty Development/ Guidance Programs/ *Individual Development/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ Occupational Guidance/ Problem Solving/ *Program Development/ Program Planning/ *Resource Centers/ Secondary Education/ Skills/ Teacher Workshops/ Tutoring
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160853 08 CE018152
Relating with Significant Others. Leader's Handbook .
Granum, Richard; And Others
Georgia State Dept. of Education, Atlanta.
May 76 203p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339 ; Not available in hard copy due to reproducibility problems;
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-VZ
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($3.31) related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The nineteen activities presented in this manual on relating with significant others encourage maximum participant involvement and small group experiences. These activities cover the following subject areas: dimensions of positive interpersonal relationships; development of significant relationships in the school; and the development of significant relationships in the home. (The basic principles in this training manual are based on individual or Adlerian Psychology.) (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 154, CE 018 157, CE 018 158, CE 018 161, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ *Classroom Communication/ Classroom Techniques/ Educational Objectives/ Faculty Development/ *Family Relationship/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ *Interpersonal Competence/ *Interpersonal Relationship/ Leaders Guides/ Learning Activities/ Occupational Guidance/ Parent Child Relationship/ Parent Participation/ Peer Relationship/ Program Development/ Program Planning/ Role Models/ Secondary Education/ Skills/ Student Behavior/ Student Teacher Relationship/ Teacher Workshops
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160852 08 CE018150
Life Career Planning: Values, Decisions and Goals. Leader's Handbook .
Newton, Fred B.; And Others
Georgia State Dept. of Education, Atlanta.
May 76 156p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-VZ
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.13)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The twenty-seven activities presented in this manual on life career planning encourage maximum participant involvement and small group experiences. These activities cover the areas of values clarification, decision making, and goal setting. Implementation strategies for developing program activities in these areas are then presented, including curriculum based strategies, on-call/responsive services, individual development CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ *Decision Making/ Educational Methods/ Educational Objectives/ Faculty Development/ *Goal Orientation/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ Occupational Guidance/ *Program Development/ Program Planning/ Secondary Education/ Skills/ Teacher Workshops/ *Values
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160851 08 CE018147
Facilitating Interpersonal Skills Development: A Human Relations Training Approach.
Gazda, George M.; And Others
Georgia State Dept. of Education, Atlanta.
May 76 179p.; For related documents see CE 018 130-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-VZ
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.80)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Language: English
Geographic Source: U.S./ Georgia
Government: State

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The thirty-seven activities presented in this manual on human relations skills encourage maximum participant involvement and small group experiences. These activities are designed to introduce a team of educators to human relations training. A summary of the history and research on human relations training, a discussion of facilitation skills, and a description of a human relations center are presented along with a number of strategies which can be utilized in developing a human relations unit. (The other seven staff development guides are available as ERIC documents CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Educational Objectives/ Faculty Development/ Guidance Programs/ Humanistic Education/ *Human Relations/ Human Relations Programs/ *Human Relations Units/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Interpersonal Relationship/ Leaders Guides/ Learning Activities/ Occupational Guidance/ *Program Development/ Program Planning/ Secondary Education/ *Sensitivity Training/ Skills/ Teacher Workshops
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160850 08 CE018146
Career Guidance in Georgia, A Program Development Guide.
Dagley, John C.; Hartley, Duane L.
Georgia State Dept. of Education, Atlanta.
Feb 76 48p.; For related documents see CE 018 130-144, CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: OEG-0-71-4663
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ Georgia
Government: State

Intended to assist counselors and other school personnel in their efforts to meet more effectively the life career development needs of public school students, this handbook describes the concepts of a comprehensive, needs-based career guidance program as well as specific steps and strategies for program development and implementation. (The concepts described in this document are based on a model developed by the Georgia Comprehensive Career Guidance Project, CE 018 130.) The handbook is divided into three chapters. The first chapter describes an emerging new concept of career guidance, current career guidance efforts in Georgia, and a comprehensive model that can be modified for effective local use. (This model encompasses the following three domains: life career planning, interpersonal competence, and work and life skills.) Chapter 2 presents a format for planning a local career guidance program by using a comprehensive model to define the parameters of career guidance. Chapter 3 describes exemplary implementation strategies and delivery systems. Sample activities and resources are included to provide school personnel with various methods for organizing and delivering career guidance processes. (BM)

Descriptors: Career Awareness/ *Career Development/ Career Education/ *Delivery Systems/ Educational Methods/ Educational Needs/ Elementary Secondary Education/ Fused Curriculum/ Guidance Programs/ Information Dissemination/ Interpersonal Competence/ Learning Activities/ *Models/ Needs Assessment/ *Occupational Guidance/ *Program Design/ *Program Development/ Program Guides
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160849 08 CE018144
Comprehensive Career Guidance. Responsible Assertiveness Training. Staff Development K-6.
Straub, Vicki W.; Moore, Earl J.
Georgia State Dept. of Education, Atlanta.
77 104p.; For related documents see CE 018 130-143, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.55)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri
Government: State

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on responsible assertiveness training. It is divided into the following six major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; and (6) participant summaries. (See CE 018 130 for the final report of this project.) The material covered by this manual includes basic assumptions and techniques of assertiveness training for both teachers and children and the uses of imagery and relaxation training as tools in assertiveness training. In addition to the other five staff development training manuals (CE 018 139-143), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

Descriptors: *Assertiveness/ Career Awareness/ Career Development/ Career Education/ Career Planning/ Educational Objectives/ Elementary Education/ *Elementary School Guidance/ Fused Curriculum/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ Occupational Guidance/ Skills/ *Student Behavior/ *Teacher Behavior/ Teacher Workshops/ *Teaching Techniques
Identifiers: *Georgia Comprehensive Career Guidance Project/ Guided Imagery/ Relaxation Training

ED160848 08 CE018143
Comprehensive Career Guidance. Developing Self Worth. Staff Development K-6.
Straub, Vicki W.; Moore, Earl J.
Georgia State Dept. of Education, Atlanta.
77 83p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri
Government: State

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on developing self worth. It is divided into the following five major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; and (5) participant worksheets and handouts. (See CE 018 130 for the final report of this project.) The five major goals covered by this manual include the following: to understand, experience, and evaluate the components of an equalitarian relationship of mutual respect; to learn how a person's self-concept and behavior is influenced by his social environment; to understand the purposes and goals of behavior; to understand how discouragement inhibits social interest; and to understand how the discouragement process promotes social interest. In addition to the other five staff development training manuals (CE 018 139-142 and CE 018 144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Educational Objectives/ Elementary Education/ *Elementary School Guidance/ Fused Curriculum/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ Occupational Guidance/ *Self Concept/ Skills/ Social Behavior/ *Student Behavior/ *Student Motivation/ Teacher Workshops
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160847 08 CE018142

Comprehensive Career Guidance. Classroom Meetings. Staff Development K-6.

Straub, Vicki W.; Moore, Earl J.

Georgia State Dept. of Education, Atlanta.

77 124p.; The game included at the end of this document may not reproduce well due to being printed on colored paper; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.95)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Missouri

Government: State

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on classroom meetings. It is divided into the following seven major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; (6) participant summaries; and (7) a classroom meetings game board and cards. (See CE 018 130 for the final report of this project.) The three major goals covered by this manual include the following: to understand the general purposes, the physical aspects and the philosophical components of classroom meetings; to understand the specific types of classroom meetings and how to begin them; and to learn leadership techniques for facilitating effective classroom meetings. In addition to the other five staff development training manuals (CE 018 139-141 and CE 018 143-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ *Classroom Communication/ Educational Objectives/ Elementary Education/ *Elementary School Guidance/ Fused Curriculum/ Group Dynamics/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ *Leadership/ Learning Activities/ Occupational Guidance/ *Planning Meetings/ Skills/ Teacher Workshops

Identifiers: *Georgia Comprehensive Career Guidance Project

ED160846 08 CE018141

Comprehensive Career Guidance. Parent Education and Consultation. Staff Development K-6.

Straub, Vicki W.; Moore, Earl J.

Georgia State Dept. of Education, Atlanta.

77 141p.; The game at the end will not reproduce well due to being printed on colored paper; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, University of Georgia, Athens, Georgia 30601 ($2.05)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Missouri

Government: State

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on parent education and consultation. It is divided into the following seven major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; (6) participant summaries; and (7) a leader skills game board and cards. (See CE 018 130 for the project final report.) The three major goals covered by this manual are to understand the general purposes, physical aspects, and scope of parent education groups and resources; to understand the parent education program Systematic Training in Effective Parenting (STEP) and how to begin it; and to learn leadership techniques for facilitating the STEP program with parents (a leadership skills game is appended). Five other training manuals (CE 018 139-140 and CE 018 142-144) and a career guidance methods guide for grades K-6 (CE 018 137) are available. (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ Educational Objectives/ Elementary Education/ *Elementary School Guidance/ Fused Curriculum/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ *Leadership Training/ Learning Activities/ Management Games/ Occupational Guidance/ *Parent Associations/ *Parent Participation/ Program Planning/ Skills/ Teacher Workshops

Identifiers: *Georgia Comprehensive Career Guidance Project/ *Systematic Training in Effective Parenting

ED160845 08 CE018140

Comprehensive Career Guidance. Improving Classroom Behavior. Staff Development K-6.

Straub, Vicki W.; Moore, Earl J.

Georgia State Dept. of Education, Atlanta.

77 77p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($1.85)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Language: English

Geographic Source: U.S./ Missouri

Government: State

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on improving classroom behavior. It is divided into the following six major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; (5) participant worksheets and handouts; and (6) participant summaries. (See CE 018 130 for the final report of this project.) The three major goals covered by this manual include the following: to understand that chronic misbehavior in the classroom is an expression of discouragement; to learn the four goals of misbehavior; and to learn how to teach the principles and specifics of the four goals of misbehavior to children. In addition to the other five staff development training manuals (CE 018 139 and CE 018 141-144), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Career Planning/ *Class Management/ Conduct/ Discipline Problems/ Educational Objectives/ Elementary Education/ *Elementary School Guidance/ Fused Curriculum/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ *Misbehavior/ Occupational Guidance/ Skills/ Student Attitudes/ *Student Behavior/ Teacher Workshops

Identifiers: *Georgia Comprehensive Career Guidance Project

ED160844 08 CE018139

Comprehensive Career Guidance. Career Guidance Curriculum. Staff Development K-6.

Straub, Vicki W.; Moore, Earl J.

Georgia State Dept. of Education, Atlanta.

77 191p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: G007500339

Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($4.40)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Missouri

Government: State

One of six staff development training manuals for career guidance infusion in the elementary school curriculum (K-6), this manual focuses on the curriculum design of a comprehensive career guidance program. It is divided into the following five major sections: (1) a list of the major goals and activities covered in the manual; (2) an overview chart displaying the goals, concepts, time, process, and instructional mode of each activity; (3) specific directions for each activity, including objectives, preparation requirements, and materials/equipment requirements; (4) leader's summaries presenting the background information needed to lead the activities; and (5) participant worksheets and handouts which, in this manual, include a list by grade level of all the objectives and competencies identified by the Georgia Comprehensive Career Guidance Project and organized under three domains (interpersonal effectiveness; work and life skills; and life career planning). (See CE 018 130 for the final report of this project.) The four major goals covered by this manual include the following: an awareness of how career development will affect the participants' personal educational setting; an overview of a comprehensive career development system for the elementary school; the skills needed in utilizing a comprehensive rating scale for evaluating student outcomes; and the skills needed in developing activities to meet career development objectives. In addition to the other five staff development training manuals (CE 018 140-44), a career guidance methods guide for grades K-6 (CE 018 137) is available. (BM)

Descriptors: Career Awareness/ *Career Development/ Career Education/ Career Planning/ *Curriculum Design/ Curriculum Development/ Educational Objectives/ Elementary Education/ Fused Curriculum/ Guidance Programs/ *Inservice Teacher Education/ Instructional Materials/ Interpersonal Competence/ Leaders Guides/ Learning Activities/ *Occupational Guidance/ Skills/ *Student Evaluation/ Teacher Workshops/ *Teaching Skills

Identifiers: *Georgia Comprehensive Career Guidance Project

ED160843 08 CE018138
Staff Development in Career Guidance: A Facilitator's Handbook.
Mack, Geoffrey L.; And Others
Georgia State Dept. of Education, Atlanta.
Aug 76 41p.; Not available in hard copy due to poor print quality in original document; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: V0244-VZ
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Georgia
Government: State

This handbook is part of a set of instructional materials developed to facilitate the efforts of educators in planning and implementing comprehensive career guidance programs. (See CE 018 130 for the final report of the Georgia Comprehensive Career Guidance Project.) The focus of this handbook is on group leadership and is intended to help prospective group leaders prepare for their staff development activities in career guidance by reviewing some of the basic principles of group dynamics and group procedures. The information is presented under the following topics: definition of group; group atmosphere; leadership; roles within the group; goal formation; cohesiveness; facilitating cohesiveness in an established group; formulating the group; facilitating the general discussion; facilitating group interaction and learning; and summarizing the group activities. This handbook accompanies a series of staff development training manuals for both the elementary (CE 018 139-144) and secondary (CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, and CE 018 163) levels. (BM)

Descriptors: Career Development/ Elementary Secondary Education/ *Faculty Development/ *Group Activities/ Group Behavior/ *Group Dynamics/ Group Relations/ *Group Structure/ *Group Unity/ Guidance Programs/ Inservice Teacher Education/ Interpersonal Competence/ Leaders Guides/ Leadership/ *Leadership Training/ Occupational Guidance/ Teacher Workshops
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160842 08 CE018137
Comprehensive Career Guidance. Methods Guide. K-6 Career.
Moore, Earl J.; And Others
Georgia State Dept. of Education, Atlanta.
77 375p.; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007500339
Available from: Vocational Education Materials Center, Room 124, Fain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($7.50)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri
Government: State

This methods guide is intended to assist elementary school guidance workers in implementing a comprehensive career guidance program. Three major areas are considered. First, the life career development perspective is examined as a framework for organizing guidance objectives and practices so that there is a developmental, integrative conceptualization. Also included are descriptions of the following processes which can be utilized in reaching some of these guidance objectives: teacher developed activities, media packages, and experiential career education (Career Education); models and methods, moral reasoning, and expanding experiences (Values Education); media programs and group processes (Human Relations Education). In the second section, the psychological education movement is surveyed to provide some basic principles for new and intensive personal development goals. Four facets of psychological education are examined: communications training; understanding behavior; behavior change; and achievement motivation and responsible assertiveness. Finally, in section three, program components are presented to aid in establishing comprehensive career guidance within the mainstream of the elementary school curriculum. Included is a list of goals and developmental objectives organized by grade level (K-6) under the following domains: interpersonal effectiveness; work and life skills; and life career planning. (This comprehensive career guidance model was developed by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for a final report of this project.) (BM)

Descriptors: Career Awareness/ Career Development/ *Career Education/ Career Planning/ Educational Objectives/ Elementary Education/ Elementary School Guidance/ Fused Curriculum/ *Humanistic Education/ *Human Relations/ Interpersonal Competence/ Occupational Guidance/ *Program Design/ Program Development/ Skills/ *Teaching Methods/ Teaching Techniques/ *Values
Identifiers: *Georgia Comprehensive Career Guidance Project

ED160835 08 CE018130

A Needs Based Vocational Guidance Program. Exemplary Project in Vocational Education Conducted under Part C of Public Law 90-576. Final Report.

Georgia State Dept. of Education, Atlanta.

Sep 76 128p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 131-144, CE 018 146-148, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V0244-VZ

Grant No.: OEG-0-74-1741

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Language: English

Geographic Source: U.S./ Georgia

Government: State

The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, sixteen Georgia school systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned (some of the instruments are appended). The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and carry-over from project orientation to project continuation; and (2) there is a critical need at all levels (state, local, and federal) for more program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty-four related documents are available, such as a program development guide--CE 018 146; a staff development handbook--CE 018 138; an external evaluation of the training materials--CE 018 339; and several staff development training manuals and materials for both the secondary and elementary school levels.) (BM)

Descriptors: Career Awareness/ Career Development/ Career Education/ Curriculum Development/ Educational Strategies/ *Faculty Development/ Fused Curriculum/ Guidance Programs/ Inservice Teacher Education/ *Needs Assessment/ *Occupational Guidance/ *Program Coordination/ Program Design/ *Program Development/ *Program Evaluation/ Program Guides/ Secondary Education

Identifiers: *Georgia Comprehensive Career Guidance Project

ED160803 CE017746

Center for Career Education in the Arts. Annual Report, July 1, 1975 to June 30, 1976.

Carroll, Karen Lee

Rhode Island State Council on the Arts, Providence.

76 61p.; For related documents see CE 017 745, ED 114 586, and ED 120 411

Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: CAN-52001343

Grant No.: G007502312

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Language: English

Geographic Source: U.S./ Rhode Island

Government: State

This report reviews a program designed to help talented high school students explore the arts. In the first of five sections, major program activities are defined as those intended to increase the students' self knowledge, knowledge of work in the arts, and ability to relate the two in career decision making. Emphasis is on the engagement of working artists to address the student's specialized and interdisciplinary needs. Supportive services for parents, a high staff-to-student ratio, training in an alternative setting, and preservice training for artists as teachers are also mentioned as program activities. A participant summary is included. Section 2 evaluates the attainment of student, parent, and process objectives. For example, the first objective, increasing the student's self knowledge, examines student reflections and reviews the program processes. Processes are described as individual conferences, daily assignments, multiple talent exploration, work evaluation, and problem confrontation. In section 3, anticipated changes and recommendations such as those related to work accreditation, regional participation, new facilities, and improved scheduling are included. The fourth section discusses the major dissemination activities. Related materials are appended. The final section briefly reports on special activities such as attempts to reduce sex stereotyping. An annual report abstract is also presented. (For the evaluation report, see CE 017 745.) (CSS)

Descriptors: Annual Reports/ *Art Education/ *Arts Centers/ Career Choice/ Career Development/ *Career Education/ Career Exploration/ Creative Activities/ Cultural Environment/ Cultural Opportunities/ *Gifted/ *Interdisciplinary Approach/ Objectives/ Parent Participation/ Program Descriptions/ Secondary Education/ *Talent Development/ Talented Students

Identifiers: Public Law 93 380

ED160797 08 CE017728
Incremental Improvement of Career Education in Utah. Final Report.
Utah State Board of Education, Salt Lake City.
76 142p.; Some of the forms presented in this document may not reproduce well because of small print; For related documents see ED 114 586 and ED 120 411
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Grant No.: G007502320
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Utah
Government: State

This is a project report on Utah's plans to effect "incremental improvements" in career education implementation in seven school districts. Project objectives are formulated as follow: effect incremental improvements in attendance area cones, strengthen career education leadership capabilities, develop staff competence to diffuse the program, act as career education delivery model, and integrate and articulate the K-12 program into each district. The evaluation of objectives is described as one involving testing of fourth, seventh, and tenth graders. The remainder and major portion of the report contains four attachments. The first presents career education implementation categories for district, elementary, junior high, and senior high levels. Each level description also contains a chart of factors and their relationship to the implementation categories. Attachment 2 presents activities the seven districts performed during the project period. Attachment 3 evaluated the project and describes the procedures and results by district. Tables represent students' familiarity and interest in career clusters, pretest/posttest career maturity inventory results, and career development cluster assessment. The last set of tables contains results of career education implementation inventories completed by educational personnel. Summary, recommendations, and sample implementation inventory form complete the attachment. The final attachment charts the participating students and educational personnel according to race/ethnicity, exceptionality, and sex. (CSS)

Descriptors: Career Awareness/ Career Development/ *Career Education/ Career Exploration/ Demonstration Programs/ Elementary Secondary Education/ Evaluation Criteria/ Grade 4/ Grade 7/ Grade 10/ Information Dissemination/ Integrated Curriculum/ Objectives/ Occupational Clusters/ *Program Development/ *Program Evaluation/ *Program Improvement/ *School Districts/ Staff Improvement/ State Programs
Identifiers: Public Law 93 380/ Utah

ED160321 95 RC010846
Options: A Career Development Project for Rural High School Students. Final Report.
Dunne, Faith; And Others
Dartmouth Coll., Hanover, N.H. Dept. of Education.
Aug 78 199p.; For related document, see ED 152 454
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007604972
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ New Hampshire

Options was a two-year research and curriculum design project conducted at Dartmouth College (New Hampshire) under a grant for the Women's Educational Equity Act Program Staff. The project completed the following: assessment of career-related perceptions and self-defined needs of rural young people in five different rural regions (Northern New England, Oregon, Tennessee, Nebraska, and New Mexico); design, field-testing, and revision of a curriculum focused on the general needs of rural students and the specific circumstances of youth in the rural Northeast; adaptation of the original course to specific circumstances in each of four other regions; field-testing of the adapted curricula in schools located in the four regions outside the Northeast; evaluation of the original and adapted curricula through a pre-post testing procedure; and development of a manual to facilitate the adaptation of regional curricula to specific circumstances of other localities. The Survey of Occupational Career Interests was used to survey 248 females and 191 males for purposes of developing the initial curriculum in the first year. The adapted version, Profile of Occupational Interests, was used in the second year to survey 953 males and 952 females. The four field test sites were divided into control and experimental groups (those receiving elaborate support services and those who did not). Evaluation indicated the development team/nondevelopment team variable was not significant but that student change was significantly more positive in the experimental classes. (JC)

Descriptors: Career Awareness/ *Career Development/ Curriculum Development/ Differences/ Females/ High School Students/ Intervention/ Males/ *Models/ *Needs Assessment/ Program Descriptions/ Program Evaluation/ *Regional Characteristics/ Role Perception/ *Rural Youth/ *Sex Role/ Social Change/ Womens Education
Identifiers: Appalachia/ United States (Midwest)/ United States (Northeast)/ United States (Northwest)/ United States (Southwest)/ *Womens Equity

ED159531 CG012739
Building Career Awareness: A Four Year Plan.
Blanford, Elizabeth A.
77 9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ Virginia

This paper describes the development of a high school career program related to the Shadowing Experiences provided for counselors by General Electric. Nine Mini-Career Days, related to the different curriculum areas, provided students with at least four days of shadow sessions. Students attended the Career Days from their four morning class periods. Each class period was divided into three 15-minute segments. These segments provided the students with the opportunity to "sit in the shadow" of three resource persons during each period. The career program related subject matter they were presently studying to the world of work. It provided insight into the varied opportunities available. Students had a look at persons engaged in a career in which they were interested and an opportunity to talk with them. End-of-the-year program evaluations were largely favorable. (Author)

Descriptors: *Career Awareness/ *Career Development/ *Career Education/ Career Planning/ *Counseling Goals/ Educational Counseling/ Guidance Programs/ Program Descriptions/ Program Development/ Program Evaluation/ *School Community Relationship/ Secondary Education

Identifiers: *Shadowing

ED159507 CG012707
Careers Exploration in the Junior High School. Counselors' and Teachers' Guides.
Columbus Public Schools, Ohio. Div. of Special Services.
213p.; Best copy available
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ Ohio
Government: Local

These career exploration guides offer junior high school counselors and teachers grade level programs for helping students understand and explore career alternatives, as well as develop the insights and individual initiative needed for realistic vocational goals. The program content deals with interests, abilities, job levels and fields, working conditions, preparation, chances for advancement, security, physical requirements and other variables relevant to the study of vocations. Of the four guides, one guide pertains to the counselor's role. The counselor is given guidelines for: (1) coordinating the junior high school vocational exploration program; (2) organizing the program according to particular objectives and materials cited for each grade level--seven, eight and nine; and (3) assisting teachers in implementing the program through counselors' knowledge of resource materials and resource people. The three other guides are curriculum guides for teachers of grades seven, eight and nine. For each grade level there are: descriptions of grade-appropriate objectives and materials; recommendations for teacher involvement in the program; suggested uses of materials and resources; and sample schedules of activities which might be considered typical of one month's programming. (Author/RF)

Descriptors: *Career Development/ *Career Exploration/ *Career Planning/ *Counselor Role/ Curriculum Guides/ Group Guidance/ Instructional Materials/ Junior High Schools/ Junior High School Students/ Resource Units/ *Teacher Role/ *Vocational Counseling

ED159504 CG012672
Career Preparation and The Liberal Arts: A Report of Progress.
Behring, Daniel W.; And Others
Alma Coll., Mich.
77 133p.; Best copy available
Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.; Office of Career Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ Michigan

The first year of operation of the Alma (Michigan) College Career Preparation Program is described and analyzed. The program sought to strengthen traditional career planning services, add new efforts that support and augment strengths of the liberal arts program, and more effectively integrate students' educational progress with plans to enter the world of work. Although specific to this small college, the development issues, major activities, and evaluation results can be helpful elsewhere. The need for comprehensive career preparation and planning programs grew out of a pre-school faculty workshop in the fall of 1975. Components include: (1) early determination of student vocational interests, abilities, needs, and values; (2) improvement of student career planning, utilizing specially trained faculty as Career Preparation Coordinators; (3) infusion of career education goals into student and faculty planning; (4) development of student career and employment search skills and entry level work experience; (5) practicum placement in work experience related to student goals and talents; (6) graduation requirements emphasizing competencies, especially in writing, analysis, problem solving, and communication skills; and (7) improved placement services for graduates. (Author/JEL)

Descriptors: *Career Development/ *Career Planning/ *College Programs/ Higher Education/ Performance Based Education/ *Practicums/ Problem Solving/ Program Evaluation/ *Small Colleges/ Student Personnel Work/ *Teacher Participation/ Teacher Role/ Vocational Counseling

ED155334 CE016246

A College-Wide Faculty Team Provides Career Education/Career Guidance for Its Students.

Banta, Trudy W.; Craig, David G.

29 Mar 78 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978). One page may not reproduce well because of faint type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Two task forces, a Career Development Team and a Curriculum Development Team, were formed from the Career Education Committee appointed in 1976 at the College of Education, University of Tennessee, Knoxville, to assist students while in college to make informed career choices within the field of education (i.e., career development), and to help them acquire sufficient knowledge of infusion techniques to permit them to function effectively in a career education position after graduation (i.e., career preparation). The Career Development Team developed and field tested a career checklist of questions for student use to (1) identify and analyze undergraduate career needs; (2) list available career resources; (3) match the career needs with the resources; and (4) order the phases and steps in deciding to teach and becoming certified. Of the sixty students who evaluated the checklist in the field test half reacted favorably and 80% said they would use it if given a copy. The Curriculum Development Team concentrated on meeting the need for preservice and inservice experiences in career education and developed six course modules in career education which are offered for credit to students of the College; also they published a monograph of their articles about career education as a team function. Future projects for both teams involve participation of community leaders, and the Career Development Team plans to further test and implement its checklist's use. (Included are a history of career education at the University of Tennessee, Knoxville, and a draft of the checklist.) (ELG)

Descriptors: Career Choice/ *Career Education/ *Career Planning/ Check Lists/ Education Courses/ Faculty Advisors/ Faculty Organizations/ Higher Education/ *Occupational Guidance/ Program Descriptions/ Student College Relationship/ *Teacher Education/ Teacher Education Curriculum/ Teachers Colleges/ *Vocational Development

Identifiers: University of Tennessee (Knoxville)

ED155322 08 CE016008

A Model for Implementation of Career Education into the Community College. A Comprehensive Program of Vocational Education for Career Development: K-University.

Green, Mary Fulford

Manatee Junior Coll., Bradenton, Fla.

Dec 76 301p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 012-013, CE 016 017, ED 130 057, ED 143 830, and ED 147 531-533

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 007VW

Grant No.: 4-74-5200

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

One of several products developed for a comprehensive program of career development (kindergarten through university) for vocational education in Florida, this resource manual, divided into two parts, presents a model for facilitating the life career development of students in the community college setting and provides guidelines for its implementation. Part 1 of the manual contains an overview of the model; a description of the delivery system with an overview of a career development and placement center; an overview and diagrams of the management system; an overview and rationale of the support system; description of the units of the system, including a learning center and tutorial laboratory for technology; and an overview of curriculum provisions. Part 2 presents the ten steps for the implementation of the model, among which are organizing an appropriate interactive network of interested individuals and groups; inventorying and marshalling all available resources; putting the evaluation process in operation to determine how well the system is working; and providing a program of maintenance to sustain the vital parts of the system and the initiative, and tying together the activities into the interactive network. (An index of subjects is appended.) (VB)

Descriptors: Administrator Guides/ Career Awareness/ *Career Education/ Career Exploration/ Community Colleges/ Curriculum/ Delivery Systems/ *Guidelines/ Management Systems/ *Models/ Placement/ Post Secondary Education/ Program Content/ *Program Descriptions/ *Program Development/ Resource Guides/ *Vocational Development

Identifiers: Florida (Sarasota County)

ED154323 CG012599
An Evaluation of a Career Development Seminar Using Crites' Career Maturity Inventory.
Ganster, Daniel C.; Lovell, John E.
Aug 77 18p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977); best copy available
Sponsoring Agency: Purdue Research Foundation, Lafayette, Ind.
Grant No.: 7946-56-13105
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Holland's (1973) theory served as a basis for designing a 15-hour career development seminar for 24 undergraduate students. A Solomon four-group design (Campbell and Stanley, 1963) was employed to evaluate the effectiveness of the seminar, with the Career Maturity Inventory (Crites, 1973) serving as the dependent measure. Seminar participants evidenced significant improvement over 22 control students on four of the six scales of the Career Maturity Inventory (CMI). It was evident that the use of a single theoretical approach to design career development seminars rather than an eclectic approach, had two major advantages. First, the use of Holland's theory provided the student an organized conceptual framework for viewing the world of work. Second, the use of the theory simplified the task of training career development group leaders by offering a unifying principle. The study demonstrated the effectiveness of the career development seminar in improving career maturity, and further attested to the validity of the CMI as a measurement and evaluation tool. (Author)

Descriptors: College Students/ *Counseling Theories/ *Evaluation Methods/ Higher Education/ *Personality Assessment / Program Descriptions/ *Program Design/ Seminars/ *Vocational Development
Identifiers: *Career Maturity Inventory (Crites)

ED154208 CE016051
A Career Implementation Program for a Small Rural School: Penasco, New Mexico. Final Report.
Shelford, Paul, Jr.
New Mexico State Dept. of Education; Penasco Independent School District 14, N. Mex.; Santa Fe. Div. of Vocational Education.
30 Jun 76 309p.; Not available in hard copy because of poor reproducibility; For a related
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C$on
Bureau No.: 502-V65-0020; V361139
Grant No.: OEG-0-73-5302
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Included in this final report of the K-14 three-year Penasco, New Mexico, career education project are presentation of the project's goals and objectives, description of general design and implementation procedures, lists of results and accomplishments, the third-party evaluation report, and conclusions and recommendations. General objectives listed are (1) to increase the self-awareness of each student and to stimulate favorable attitudes about the personal, social, and economic significance of work that will help develop skills to choose an appropriate career; (2) to make elementary students aware of the broad range of options open to them in the world of work; (3) to provide career orientation and exploratory experience for junior high school students; (4) to provide job preparation in a wide variety of occupations to students in grades 10-14, with special emphasis on work experience and cooperative educational opportunities for all students; and (5) to ensure placement of all students in either a job, postsecondary occupational training, or college. Conclusions cited in the evaluation report are that in the areas of development of favorable attitudes toward formal education, clear cut evidence of objective attainment is lacking, but that in the areas of developing appropriate decision-making skills and appropriate job skills the program was found clearly successful. Also noted is 100% participation of teachers in infusing career education into the regular curriculum following a change during the project from negative to positive teacher attitudes toward career education. (JT)

Descriptors: Academic Achievement/ Career Awareness/ *Career Education/ Career Exploration/ Comprehensive Programs/ Demonstration Projects/ Elementary Secondary Education/ Program Attitudes/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ Rural Schools/ School Districts/ Small Schools/ *Student Attitudes/ *Teacher Attitudes/ *Vocational Development
Identifiers: New Mexico (Penasco)

ED154206 08 CE016032

Career Education NOW--Model for Career Education Curriculum K-14 for a Rural/Urban School District. Exemplary Project in Vocational Education Conducted under Part D of Public Law 90-576. Final Report.

Turpin, Jerry P.

Bedford County Public Schools, Va.

Oct 76 122p.; Parts of this document will not reproduce well due to poor print quality

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V361020

Grant No.: OEG-0-73-5310(502)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Lists of project accomplishments and the complete third-party evaluation report constitute the major contents of this final report of a three-year project to assist Bedford County Public Schools (Virginia) in implementation of a model for K-14 career education. Major conclusions reported are these: (1) A comprehensive plan for career development in grades K-8 has been developed which provides for elementary students the opportunity to explore many new avenues in the world of work; teacher activity guides provide necessary guidance for developing lesson plans. (2) Students in the middle grades have approximately thirty different exploratory courses to select for exploring areas of career interest in grades 8 and 9; grades 7 and 8 utilize resource centers at their schools and have fifteen locally produced television programs geared to young job-seekers. (3) Existing secondary students have had the opportunity to be involved in many career development areas: career job fairs, expanded guidance service, special disadvantaged classes, and work experience. (4) A major step in implementing the total program has been the coordination efforts by the guidance departments in the schools; they have established job centers, work experience programs, and cooperated in regional career programs. The evaluation report indicates that overall results of the Self Observation Scale as a measure of self concept and of the Career Maturity Inventory show an acceptable rate of program impact. (JT)

Descriptors: Academic Achievement/ Career Awareness/ *Career Education/ Career Exploration/ *Comprehensive Programs/ *County School Systems/ Curriculum Development/ Demonstration Projects/ Elementary Secondary Education/ Inservice Teacher Education/ Occupational Guidance/ *Program Effectiveness/ Program Evaluation/ *Vocational Development/ Work Experience Programs

Identifiers: Virginia (Bedford County)

ED154204 08 CE016022

Evaluation of the Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education Program in Puerto Rico. A Third Party Evaluation of the Puerto Rico Career Education Project for Fiscal Year 1975.

Colon, Jesus M.; Gonzalez, Jose R.

75 141p.; Not available in hard copy because of poor reproducibility; Prepared by the Psychological Services Corp.

Sponsoring Agency: Puerto Rico State Dept. of Education, Hato Rey.

Bureau No.: V274PR1

Grant No.: OEG-2-4-VE-001

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

In this evaluation of the first year of the Exemplary Career Education Project for K-12 in Puerto Rico, the results of testing and interviewing school personnel and students in grades 1-2 and 7-9 at six regional pilot sites are reported. Six areas of student development are recognized by the evaluation questions: self awareness, basic academic/vocational skills, awareness of work values, awareness of and knowledge about work, career decision-making skills, and work habits. Based on the analysis of responses which showed the project to be successful in all six areas, twelve recommendations to modify the program are made, concentrating on the following areas: (1) the program's expansion to other schools; (2) improvement and creation of curriculum materials and courses for second and third grades and junior and senior high schools; (3) scheduling of the pre- and post-tests for evaluation; (4) school personnel development; (5) the role of the career education component; (6) program supervision; and (7) participation by the evaluators in discussions of their findings. As background, general information about the project's implementation and its objectives are included as well as extensive details about the methodology used for the study: its design, instruments, data collection procedures, and data analysis. The appendix contains copies of the tests, the interview schedule, and the project proposal. (ELG)

Descriptors: Academic Achievement/ *Career Education/ Decision Making Skills/ Demonstration Projects/ Educational Development/ Educational Research/ Elementary Secondary Education/ Evaluation Methods/ Measurement Instruments/ Pilot Projects/ *Program Development/ *Program Effectiveness/ Program Evaluation/ Self Concept/ Student Attitudes/ Teacher Attitudes/ *Vocational Development/ Work Attitudes

Identifiers: *Puerto Rico

ED154142 CE015513

Dayton Public Schools Career Development/Career Exploration Program. Teachers Handbook & Survival Manual.

Dayton Public Schools, Ohio.

201p.; Some pages in this document will not reproduce well due to small and/or broken print

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

This career education handbook for elementary and secondary education teachers in Dayton, Ohio, was developed to provide them with career development and career exploration program information. Following a brief overview of career education and its components, the content is presented in five sections. The first one on curriculum presents a comprehensive career exploration program for grades nine and ten and includes program objectives, program scope and sequence, teacher objectives, seven developmental areas, career cluster guide, and general learning activities as well as activities, field trips, speakers, and related jobs for each subject area. Section 2 on special programs describes an on-the-job experience program and an experience-based career education program, including pertinent forms. The third section provides information regarding available educational resources (includes some or all of the following: code number, title, content description, grade level, length, sound, color, and source) and directions for obtaining these materials. The resources covered are films, filmstrips, multi-media kits, book bags and packs, books, games, career kits, posters and pictures, cassette tapes, filmloops and slides, and teacher reference materials. Also, this section concludes with a list of occupations for which computerized information is available. The last section contains thirty forms that have been used in the career education program. (EM)

Descriptors: *Career Education/ *Career Exploration/ Educational Objectives/ *Educational Resources/ Elementary Secondary Education/ Guides/ *Instructional Materials/ Learning Activities/ Program Content/ Program Descriptions/ *Vocational Development/ Work Experience Programs

Identifiers: Ohio (Dayton)

ED153776 RC010504

Schooling in Isolated Communities.

Gjelten, Tom

78 106p.

Sponsoring Agency: Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Available from: North Haven Project, Box 13, Portland, Maine 04112 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Planned for a K-12 school with 84 students and a full-time instructional staff of 8, including a teaching principal, the North Haven Project for Career Development (North Haven Island, Maine) is described in the context of its small, geographically isolated community. Though offered primarily as a program developed to meet a specific community's needs, the program is presented as one on which other isolated rural schools could build. The setting of the community is detailed, as well as the workings and philosophy of its rural school. The goal of the program is described as an attempt to make a variety of career alternatives real for students, from the option of staying within the community to leaving. General features of a curriculum for small rural schools are given and four modern teaching methods as applied in rural areas are described: role-playing, hands-on activities, use of resource persons, and field trips--all used in conjunction with career education. A major portion of the report is devoted to kindergarten through senior high activity oriented, rural-urban, short- and long-term exchange possibilities to reduce rural students' isolation. The report concludes with a section on the hometown option, including teaching community appreciation, (with "Foxfire"-type suggestions) and skills for hometown living. A four-page list of resources found during the project is included. (RS)

Descriptors: Career Awareness/ *Career Education/ *Career Opportunities/ Community Resources/ Educational Objectives/ Educational Philosophy/ Elementary Secondary Education/ Experiential Learning/ Field Trips/ *Program Descriptions/ Role Playing/ *Rural Schools/ Skill Development/ Small Schools / *Teaching Methods/ *Vocational Development

Identifiers: *Maine (North Haven Island)/ North Haven Project for Career Development

ED153069 CE015814

Career Development in Industry. A Study of Selected Programs and Recommendations for Program Planning.

Cohen, Barbara S.

Educational Testing Service, Princeton, N.J.

Dec 77 89p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

A study was conducted to see what specific programs have been developed for employee career planning and development in order to help organizations interested in establishing career development programs learn what other organizations are doing, what types of programs are in effect and how they are managed. The study was based upon information derived from interviews, the literature, and questionnaires sent to twenty-seven corporations. Summaries of the information derived from the data collected is presented according to an alphabetical listing of the corporations, among them AT&T, General Electric, IBM, Lawrence Livermore Laboratory, 3M Corporation, Naval Weapons Center, and Union Carbide Corporation. It was concluded that (1) there are few organized and centralized career development programs in effect; (2) many companies are currently in the process of developing such programs; (3) there is much to be done if the goals of the organization and the individual are to be meshed and obtained; and (4) skills banks and job postings should be tied in with career development to develop skills needed by certain employees in terms of development for manpower requirements. Extensive recommendations are made on the basis of the study, and implications of coordinated human resources development programs are discussed. (Appendixes contain other programs of interest and the questionnaire used in the study.) (TA)

Descriptors: *Career Planning/ Human Resources/ Industrial Relations/ *Industry/ Management Systems/ Manpower Utilization / Occupational Guidance/ Organizational Development/ Personnel Management/ Program Descriptions/ *Program Development/ *Program Planning/ *Vocational Development

ED153017 08 CE015638

Community Participation. Career Education Dissemination Project. Implementation Booklet #6.

Henriksen, Dorothy; Benson, Arland, Ed.

Roseville Area School District 623, Minn.

77 84p.; For related documents see CE 015 637-643

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Materials contained in this career implemention guide (one in a series of seven) are designed to guide collaborative efforts between the school and community organizations in order to multiply the learning resources for students and increase the influence of career educators. Each of five modules contains description and program materials from one of the Roseville, Minnesota, community involvement activities. Using community participation in the form of an advisory committee is described in Module 1. The Exchange/Internship Program for school staff (Module 2), the School-Community Resource Directory (Module 4), and the Career Role Observation/Student Shadowing Program (Module 5) are the major programs presented. Two other programs adopted in the Roseville Area Schools which involve school-community interaction are Business Education Day and Education-Business Day, described in Module 3. (TA)

Descriptors: Administrator Guides/ Advisory Committees/ *Career Education/ *Community Involvement/ Community Resources / Learning Activities/ Learning Modules/ Program Descriptions/ Program Development/ Resource Materials/ *School Community Relationship/ School Districts/ School Industry Relationship/ Secondary Education/ *Vocational Development

Identifiers: Minnesota (Roseville)

ED152974 CE014948

Effects of a Career Development Program on Middle School Children.

Matthews, Doris B.; O'Tuel, Frances

10p.

Sponsoring Agency: South Carolina State Coll., Orangeburg.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

To determine the effects of planned career development activities on middle school children, 135 sixth, seventh, and eighth grade students from predominantly black middle class families were divided into two groups (experimental and control) and pre-tested using the attitude scale and competency subtests (problem solving, planning, occupational information, self appraisal, and goal selection) of the Career Maturity Inventory (CMI). For one semester the experimental group participated in a career development program. At the end of the semester students from both groups were posttested using the CMI. Additional data from aptitude and achievement tests were collected for correlational studies with the CMI competency subtests. Statistical analysis was conducted, and the following findings were reported: no significant differences were found between the groups on pretest measures, but the experimental group showed greater gains on all subtests of the CMI posttest with the exception of problem solving; the scores were significantly different on subtests of self appraisal, occupational information, and goal selection; in the experimental group there were also significant differences in the change scores between boys and girls on self appraisal and problem solving; posttest scores for each grade level were greater than the preceding grade level with the exception of problem solving in the seventh grade; all CMI subtest scores with the exception of problem solving were positively correlated with scores from aptitude and achievement tests. (BM)

Descriptors: Achievement Tests/ Aptitude Tests/ *Attitudes/ Attitude Tests/ Career Awareness/ Career Choice/ *Career Education/ Career Exploration/ Career Planning/ Correlation/ Decision Making/ Elementary Education/ *Intermediate Grades/ Junior High Schools/ Occupational Information/ Pretests/ Problem Solving/ *Program Effectiveness/ Program Evaluation/ Self Evaluation/ *Vocational Development

Identifiers: *Career Maturity Inventory

ED152827 TM007007

Annual Evaluation Report for the Exemplary Project in Career Development, 1975-76. Career Education in the Inner City. Part D, Vocational Education Amendments 1968.

Feifs, Helmuts A.

IBEX, Inc., Durham, N.C.

15 Nov 76 95p.; For related document, see TM 005 763

Sponsoring Agency: District of Columbia Public Schools, Washington, D.C. Dept. of Career Development7ha

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

The final evaluation report of the Washington, D.C. schools' career education program investigated the student's self concept, relationship with the world of work, attitudes toward career development, and decision making skills. The program was designed for inner city students in all grade levels. The teachers' choices of instructional materials for career education and the program coordinators' attitudes were also surveyed. Administration of the Self Observation Scales over a 3-year period indicated that the students in career education have a good self concept in relation to the national norm. The results of the Occupation Awareness Survey indicated that students were provided with the necessary information to delineate their relationship to the world of work, and that students in the project had an excellent understanding of the relationship between social, academic, and economic parameters of careers. Data from previous studies of decision making indicated that students in the career education project demonstrated good decision making skills. Teachers across all grade levels generally chose to use career education as a supplement and enhancement to everyday instruction in a smooth and consistent manner. The project coordinators survey results demonstrated firm support for the program. Statistical data from the tests used in this evaluation are appended. (Author/GDC)

Descriptors: Administrator Attitudes/ Attitude Tests/ *Career Awareness/ *Career Education/ Decision Making Skills/ Disadvantaged Youth/ Elementary Secondary Education/ *Inner City/ Instructional Programs/ Measurement Techniques/ *Program Evaluation/ Self Concept/ *Student Attitudes/ Teaching Techniques/ *Vocational Development

Identifiers: District of Columbia Public Schools

ED152780 TM005763
Annual Evaluation Report for the Exemplary Project in Career Development, 1975.
Peck, Hugh I.
IBEX, Inc., Durham, N.C.
31 Aug 75 104p.; For related document, see TM 007 007; Appendix B of the original document is copyrighted and therefore not available
Sponsoring Agency: District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This evaluation of the Washington, D.C. Public Schools Career Education Project investigated student self concept, student relationships with the world of work, student attitudes toward career development, decision making skills, educator attitudes, and community involvement. The project was designed for inner city students in all grade levels. Some of the results indicated that: (1) Primary level career education students, 1974-75 school year, achieved higher scores on self acceptance and self security than did the previous year's primary school students. (2) Third grade students scored higher on social maturity, self acceptance and self security than did students in the same grade during the previous school year. (3) Intermediate level students in career education obtained higher scores than the 1973-1974 classes at the same grade levels in self acceptance, school affiliation and peer affiliation. (4) Junior High students performed well on the Self Observation Scales; student self concept generally increased with grade level. (5) Students were integrating career information into a logical base for decision making. (6) A high level of support for the program was demonstrated by the teachers, administrators, and community. The evaluators recommended that the program be expanded to serve the total population of the Washington, D.C. Public Schools. Statistical data are appended. (Author/MV)

Descriptors: Administrator Attitudes/ *Career Awareness/ *Career Education/ Community Involvement/ Decision Making Skills/ Disadvantaged Youth/ Elementary Secondary Education/ Evaluation Methods/ *Inner City/ Instructional Programs/ *Program Evaluation/ Self Concept/ Statistical Data/ Student Attitudes/ Teaching Techniques/ *Vocational Development
Identifiers: District of Columbia Public Schools

ED151541 CE015069
An Analytical Research Project to Assess the Impact of Practical Arts Programs in the Commonwealth of Kentucky. Final Report.
Adams, Susan B.
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
Jun 77 80p.
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

A six-month study of the Kentucky State Department of Education programs in practical arts education (career exploration) in junior high schools was done in two parts. In the first part a questionnaire was given to teachers, counselors, students, and principals from twenty schools during the 1976-77 school year. The questionnaire was designed to poll programmatic aspects of the state practical arts program and to monitor attitudes relative to program effectiveness, acceptance, and degree of impact upon students. In general, the respondents were satisfied with most aspects of the program; however, the students felt more supplies, materials, equipment, and career information were needed. The second part of the study involved two administrations of an instrument entitled the Assessment of Career Development (ACD). The ACD was first given to a sample of Kentucky non-practical arts students in 1975. Later that year a sample of students involved in the practical arts program were administered the ACD. Students with practical arts education experience scored higher on the ACD than those who were not in the practical arts program. In addition, national norm mean scores were higher than practical arts student mean scores in all but one area of exploratory occupational experiences, but the practical arts students' scores were higher than national norm mean scores in all but one cognitive area measured by the ACD. (BB)

Descriptors: *Academic Achievement/ Career Education/ *Career Exploration/ Educational Research/ Industrial Arts/ Junior High Schools/ Occupational Guidance/ *Program Effectiveness/ Program Evaluation/ State Programs/ *Student Attitudes/ *Teacher Attitudes/ *Vocational Development
Identifiers: Kentucky

ED151507 08 CE014188
An Exemplary Career Education Program in the Great Falls Public Schools (K-14). First Interim Report.
Great Falls Public Schools, Mont.
30 Nov 77 191p.; Not available in hard copy due to marginal reproducibility of the original document. Appendix B (newspaper clippings) may not reproduce. For related documents see CE 014 187 and ED 134 842-843
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: 502AH60053
Grant No.: G08-76-00112
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Evaluation was made of the first year of a project to expand and improve existing career education program components in Great Falls (Montana) public schools using Experience Based Career Education (EBCE). Six major goals in developing procedures leading to full implementation of EBCE strategies addressed were data based implementation, improvement strategies, guidance and career decision making, placement and follow-up, basic skills, and management. Evaluation data were obtained from three standardized tests, several locally developed instruments, and numerous elements of record data. Major evaluation findings included the following: New offerings in vocational education and cooperative work experience were added to the curriculum; a Work Experience and Career Education Program (WECEP) was adapted and tested; decision criteria were established for adapting EBCE strategies for use within the district and successfully used in developing a new career exploration course; definitive baselines were established for assessing future project effects; and the project successfully explored several new areas for continued activity such as the Executive Internship and the Guidance Information System. (Appendixes contain program proposals, evaluation instruments, and materials.) (TA)

Descriptors: Academic Achievement/ Business/ *Career Education/ Career Exploration/ Cooperative Programs/ Curriculum Development/ *Educational Alternatives/ Educational Strategies/ Formative Evaluation/ Fused Curriculum/ Learning Experience/ Program Attitudes/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ *Program Improvement/ School Community Cooperation/ School Districts/ Senior High Schools/ Skill Development/ Student Characteristics/ Student Evaluation/ *Student Improvement/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Montana (Great Falls)

ED150471 CG012129
A Developmental, Preventive, and Consultative Model to Reduce Sexism in the Career Planning of Women.
O'Neill, James; And Others
Aug 77 73p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977); slide/tape presentation not included in document
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This model attempts to provide information about socialization, sex role learning, and career planning that can be used in consultation and educational programing to help women plan their career and life goals. The model identifies five factors which contribute to women's socialization, sex role learning process, vocational sex role, self concept, and career choice process. These factors are familial, societal, individual, socioeconomic, and situational. The factors are discussed, and over 175 references to existing theory and empirical research justifying the model are given. A verbatim script of a 20-minute slide/tape show giving an application of the model is included. This script includes the five factors described in the conceptual model and some of the barriers to the career development of women, including fear of failure and success, lack of confidence and assertiveness, loss of femininity and social rejection, and guilt. Implications of the model and slide show in terms of consultation with faculty, direct outreach programing, the training of counselors and counseling psychologists, and the need for further research and theory about the career development of women are discussed. (Author)

Descriptors: *Career Planning/ Consultation Programs/ Educational Programs/ *Females/ Feminism/ *Goal Orientation/ Life Style/ *Models/ Occupational Choice/ Program Descriptions / *Sex Discrimination/ *Socialization/ *Vocational Development

ED150423 CE014880

Agenda for Action. Private Sector Initiatives for Youth Career Development. A Report of the Secretary's Conference on Youth Career Development (Washington, D.C., October 7, 1976).

Department of Commerce, Washington, D.C.

7 Oct 76 39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The conference reported here was held for national leaders from industry, labor, education, and youth-serving organizations to (1) provide a forum for the presentation of a sampling of illustrative programs displaying initiative being taken in the private sector to enhance youth career development, and (2) obtain the counsel of participants on how the Department of Commerce can help facilitate and promote similar efforts throughout the private sector. Following a brief introduction and a discussion regarding the issues of work-education collaboration, this booklet's content is presented in five sections. The first section covers the conference proceedings and includes a summary of the presentations pertaining to each of ten programs illustrative of a range of private sector approaches to youth career development. The remaining four brief sections present (1) a brief conference statement as to why the Department of Commerce has a role to play in youth career development, (2) a synopsis of the discussion that took place during the conference, (3) conference summary and conclusions, and (4) an agenda for action for the private sector to help the whole community be a learning resource. The opening remarks, the remarks by the Secretary of Commerce, the luncheon address, descriptions of the ten illustrative programs, and a list of the participants are appended. (EM)

Descriptors: *Business Responsibility/ *Career Education/ Community Involvement/ Community Programs/ Community Role/ Conference Reports/ Cooperative Education/ Cooperative Programs/ Demonstration Programs/ Federal Government/ Government Role/ Program Descriptions/ School Industry Relationship/ *Vocational Development/ Work Experience Programs/ Youth/ *Youth Programs

Identifiers: Department of Commerce/ United States

ED150410 CE014798

New Directions in Rehabilitation Outcome Measurement. Emerging Issues in Rehabilitation.

Backer, Thomas E.

Washington Transportation Alliance, Washington, D.C. Institute for Research Utilization.

Dec 77 77p.; For related documents see CE 014 795-797 ; Contains occasional light print

Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.

Grant No.: 22-P-5901-9-3-01

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Directed to three audiences--rehabilitation counselors, administrators in vocational rehabilitation, and decision makers in policy organizations--this document focuses on how to measure what happens to a disabled person who receives vocational rehabilitation services. Chapters 1 and 2 give background information on rehabilitation outcome measurement systems and a brief overview of the document purpose, respectively. Chapter 3 provides an overview of how outcome measurement is conceptualized, how outcome measurement systems are used by each of the three audiences above, and what impact outcome measurement has at these three levels. Chapter 4 describes in more detail what the current parameters of outcome measurement in rehabilitation are, including relevant federal standards. Chapter 5 is a catalogue of recently developed measures of rehabilitation outcomes that may have potential for improving the overall systems. Chapter 6 discusses research studies now underway to develop further improved outcome measurement systems, and gaps in the body of knowledge about outcome measurement that still need to be closed. Chapters 7 and 8 discuss the impact of outcome measurement on counselors, administrators, and policy makers. Chapter 9 presents some tentative prescriptions for taking action to improve outcome measurement systems. Chapter 10 makes a few predictions about the future of outcome measurement systems. An annotated bibliography is appended. (SH)

Descriptors: Administrative Personnel/ Administrator Attitudes/ Annotated Bibliographies/ Counselor Attitudes/ Counselors/ Federal Government/ Individual Development/ Information Needs/ Information Utilization/ *Measurement Techniques/ *Physically Handicapped/ *Program Effectiveness/ Program Evaluation/ Research/ *Self Actualization/ Standards/ Systems Concepts/ Systems Development/ *Vocational Development / *Vocational Rehabilitation

ED150294 CE014166

Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.

Strandmark, John F.; And Others

Research for Better Schools, Inc., Philadelphia, Pa.

25 Aug 77 123p.; Appendix B (evaluation instrument) was removed because of copyright

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Philadelphia School District, Pa.

Grant No.: J03-76-00230-502

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

A third-party evaluation was conducted of the first year of the Building Experience-Based Career Education project (BEBCE). BEBCE is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Philadelphia and to assist high school students in successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning sites. Student growth is facilitated primarily through seven individualized learning activities: career explorations, investigations, projects, life competencies, student journals, employer seminars, and term papers. Data is provided concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, implementation of learning activities), and concerning student outcomes and participant perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made included the following: increase nontraditional career opportunities and role models for students and provide additional staff training in sex fairness and in individualization of instruction. (TA)

Descriptors: *Academic Achievement/ *Career Education/ Career Exploration/ *Educational Alternatives/ Educational Objectives/ Parent Attitudes/ Program Administration/ Program Descriptions/ *Program Development/ Program Effectiveness/ *School Community Cooperation/ Senior High Schools/ Sex Stereotypes/ Skill Development/ Student Attitudes/ Student Characteristics/ Student Improvement/ Teacher Attitudes/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ Pennsylvania (Philadelphia)

ED150290 08 CE014108

Career Education: Planning, Learning, Understanding, Succeeding (CE+). Interim Report.

North Dakota State Board for Vocational Education, Bismarck.

Nov 77 246p.; Best copy available

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502AH60069

Grant No.: G08-76-00113.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

First-year evaluation of the Career Education Plus (CE+) project at Minot High School (North Dakota) was conducted. CE+ is an alternative educational program that provides career education learning opportunities for students in grades 9 and 10. Generalized project objectives were as follows: to provide for competencies in basic skills; to enhance good working habits and work values; to become proficient in decision making, job hunting, and job-getting skills; to explore the world of work; to provide specific training in job entry skills; and to provide for continual guidance activity. Evaluation focused on implementation of the management plan; process assessment of life, basic, and career skills learning; product evaluation of student terminal objective outcomes; and participant perceptions. Pretest and posttest comparisons were used to measure student growth, and traditional experimental and control group comparisons to measure the effect of project participation. Specific behavioral objectives either achieved or partially achieved were in the following areas: improvement in oral communication, writing skills, and basic quantitative skills; satisfactory completion of projects and competencies; development of career knowledge; and career explorations. Objectives not achieved at this point were in the areas of improvement in reading skills, development of self-knowledge, more positive attitude toward work, and higher level of career awareness. Survey results were generally favorable. (Appendixes, which comprise the major portion of the document, contain the third-party evaluation report with data analysis, and products and materials used in the project.) (TA)

Descriptors: Academic Achievement/ *Career Exploration/ *Educational Alternatives/ Educational Objectives/ Employer Attitudes/ Parent Attitudes/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ *School Community Cooperation/ Senior High Schools/ Skill Development/ Student Attitudes/ Student Characteristics/ Student Improvement/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ North Dakota

ED150288 08 CE013955

Experienced Based Career Education. Final Report. September 17, 1977 to October 15, 1977.

Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

15 Oct 77 64p.; For a related document see CE 013 959 ; Parts of appendix may be marginally legible due to print quality

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 502AH60027

Grant No.: G310-76-0052

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Evaluation was conducted of the first-year operations of a project conducted with the Cranston and Central Falls School Departments (Rhode Island) which allowed eleventh and twelfth grade students to participate in experience-based career education (EBCE) as an alternative to the regular school program. Project objectives (and evaluation) focused on students, selected instructional staff of the two sending vocational technical high schools, selected guidance counselors of the high schools, and the economic community. Project procedures included the implementation of the components of career development, career guidance, and basic academics, and use of the Academic Resource Center (ARC) to further expand the integration of English and mathematics skills into a career education context. The ARC used an instructional management system based on performance objectives and available curriculum materials. It was concluded that the program goals of the first year were successfully completed. Recommendations made included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a description of the EBCE course, an EBCE program development packet, and a curriculum sequence for guidance classes. The third-party final evaluation of the first year is available separately.) (TA)

Descriptors: Basic Skills/ •Career Education/ Curriculum Development/ •Educational Alternatives/ •Educational Objectives/ Occupational Guidance/ Program Descriptions/ Program Evaluation/ •Resource Centers/ School Community Relationship/ Senior High Schools/ Skill Development/ Vocational Counseling/ •Vocational Development/ •Work Experience Programs

Identifiers: •Experience Based Career Education/ Rhode Island

ED150285 CE013843

Experience Based Career Education at Wichita East High School: A Third Party Evaluation.

Crawford, George; Miskel, Cecil

Wichita Public Schools, Kans.

77 40p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The third-party evaluation presents assessment of the first cycle of operation of the Experience Based Career Education (EBCE) at Wichita East High School. Twenty-two process objectives and twelve outcome objectives were evaluated with either a nominal (yes/no) assessment of status, or a descriptive (statistical/narrative) assessment of status, as determined by interviews with program personnel, examination of project records, and administration of appropriate instruments. A pre- posttest design was used to assess outcome objectives achievement associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering checklist/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Pre- posttest EBCE/control results are provided for the Differential Aptitude Test, the Career Development Inventory, the Coopersmith Self-Esteem Inventory, and on the sex-role socialization questionnaire. Results of the parent evaluation, student evaluation resource surveys, and interviews conducted with resource persons at the work site are reported. It was concluded that process and outcome objectives were substantially accomplished. (Appendixes contain detailed descriptions of procedures and data for five outcome objectives.) (TA)

Descriptors: Academic Achievement/ •Career Education/ Career Exploration/ •Educational Alternatives/ Educational Objectives / Parent Attitudes/ •Program Attitudes/ Program Effectiveness/ Program Evaluation/ •School Community Cooperation/ Senior High Schools/ Sex Discrimination/ Skill Development/ Student Attitudes/ Student Characteristics/ Student Improvement/ •Vocational Development/ •Work Experience Programs

Identifiers: •Experience Based Career Education/ Kansas (Wichita)

ED150283 OB CE013640

Experience-Based Career Education. High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977).

Greenville County School District, Greenville, S.C.

20 Sep 77 376p.; Several pages of confidential student information were removed. Several pages of appended material may not reproduce well due to faint, broken type

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 502-AH6-0050

Grant No.: G04-76-03004

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

The first year of a demonstration experience-based career education (EBCE) project implemented to provide realistic career information to J.L. Mann High School (South Carolina) students was evaluated. The project was intended to provide the EBCE students with community-based career experiences structured to reinforce academic instruction, and combined community experiences in relation to the student's own interests, aptitudes, and abilities. An individualized course of instruction in English and mathematics was provided to enhance student achievement in basic skills. Evaluation data indicated an overall very favorable response to the EBCE program from students, parents, and the community. Twenty-one of the thirty-four students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." Limited cognitive data indicated that the EBCE students achieved as well in academic areas as they would have achieved in the conventional program. (Appendixes, which make up the greater part of the document, include various project materials, e.g., management schedule documentation, dissemination schedule documentation, dissemination products, EBCE student handbook, and career guidance objectives and criterion referenced activities for the classroom teachers. (TA)

Descriptors: Academic Achievement/ Basic Skills/ *Career Education/ Career Exploration/ Curriculum Development/ Demonstration Projects/ Educational Alternatives/ Educational Objectives/ Employer Attitudes/ Individualized Curriculum/ Learning Activities/ Occupational Guidance/ Parent Attitudes/ Performance Based Education/ Program Descriptions/ *Program Development/ Program Effectiveness/ Program Evaluation/ Resource Materials/ School Community Cooperation/ Senior High Schools/ Skill Development/ Student Attitudes/ *Student Improvement/ *Vocational Development/ *Work Experience Programs

Identifiers: *Experience Based Career Education/ South Carolina

ED150277 CE012516

Evaluation of the Second-Shift Program at the Johnstown Area Vocational-Technical School. Final Report.

Toney, John W.

Pittsburgh Univ., Pa. School of Education.

Jun 74 40p.

Sponsoring Agency: Greater Johnstown Area Technical School, Pa.; Pennsylvania State Dept. of Education, Harrisburg.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

An evaluation was conducted to measure and assess student growth and development in the Second-Shift Program at the Johnstown Area Vocational-Technical School (Pennsylvania). The program was designed to provide educational services to students not generally accepted into the school's regular vocational program (eighteen of the forty participating students were identified as special education students), and was concerned with increasing the students' reading ability, computation skills, and familiarity with occupations. Appropriate evaluation instruments were administered to all subjects in the project, either as pretests and posttests or as posttests only. Evaluation project objectives were developed in the following areas: reading achievement as measured by grade level attainment, mathematics achievement, general educational development and achievement, interest in and attitude toward school, familiarity with occupations, interest in an occupational area, attitude toward relevance of academic subjects, decreases in discipline problems, and increases in school attendance. It was found that student achievement as measured by standardized reading and mathematics tests was significant; some students made dramatic advances with respect to grade level attainment; and student attitudes toward school improved significantly. Knowledge of and interest in occupations as measured by the posttest was at a level where much student development might be attributed to the program. (Appendixes contain the pre- and posttest school attitude assessment scale, the parent attitude assessment scale, and data for the occupational interest and knowledge survey.) (TA)

Descriptors: *Academic Achievement/ Basic Skills/ *Career Awareness/ *Educational Alternatives/ Educational Objectives/ Mathematics/ Parent Attitudes/ Program Descriptions/ Program Evaluation/ Reading Achievement/ Reading Development/ Secondary Education/ Secondary School Students/ *Skill Development/ *Student Attitudes/ *Vocational Development/ Vocational Education

Identifiers: Pennsylvania

ED149545 EC103861
Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project--Phase II.
Goldman, Leo; Flugman, Bert
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Div. of Occupational Education Supervision.
Aug 77 118p.; For related information, see EC 092 454 and ED 132 811 ; Some pages may not reproduce clearly due to print quality
Report No.: CASE 26-77
Grant No.: C76-4B-749
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Reported are results of the second year of a demonstration and training project to develop and test a model for training counselors to promote the vocational development of secondary level special education students. An overview of the project covers the need for the project, features of the new model, program objectives (including the design of an occupational counseling program for mainstreamed physically handicapped high school students), preservice activities (such as selection of the schools and interns), and project conferences. Outlined in a second section are such program components as emphasis on work and career, a developmental/outreach/activities approach, field trips to colleges and non-academic schools, guest speakers, evaluation of field trips and speakers, development of a newsletter, parent meetings, supervision and inservice training of interns, and dissemination and publicity. In Section III, the counselor is described as someone who will organize, plan, arrange, visit, find services that are not readily available, and at the same time serve as models for the students. In a final section, the student population is described and evaluative information from scores on the Career Maturity Inventory and responses to a Career Interview are presented. Appended are a sample Career Interview form, a counselor activity guide, a counselor activity report form, excerpts from a newsletter for parents, a counselor guide for student information form, and an outline of statistical data. (SBH)

Descriptors: *Counselor Training/ *Demonstration Projects/ *Handicapped Children/ *Physically Handicapped/ Program Descriptions/ Program Evaluation/ Regular Class Placement/ Secondary Education/ *Vocational Counseling/ *Vocational Development

ED147635 08 CE014122
Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.
Fardig, Glen E.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Mar 77 16p.; For related documents see CE 014 090-092 and CE 014 121-122
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The proposed plan for providing teacher training to implement the occupational clusters approach to career orientation in Virginia schools consists of four phases. Phase I is a two- or three-day regional workshop for teachers about to implement the program. During the two weeks of phase II teachers begin the program in their school classrooms, applying skills acquired in the workshop and using the teacher's guide and student workbooks provided for the student course, "A World of Choice--Careers and You." Phase III takes place as the program continues and involves the teachers in developing competencies through completion of three instructional modules at their own school site. Achievement will be evaluated by resource persons observing the teacher in the actual school setting. The final seminar, phase IV, will provide opportunity for additional group training and/or sharing of problems, solutions, and ideas during the latter part of the semester-long training program. Materials to be developed are the workshop module and the three instructional modules. (JT)

Descriptors: *Career Exploration/ *Inservice Teacher Education/ Junior High Schools/ Learning Modules/ Occupational Clusters/ *Program Design/ State Programs/ *Teacher Workshops
Identifiers: Virginia

ED147577 08 CE013982
Perspectives for Career Education in Corrections.
Ryan, T. A., Ed.
Hawaii Univ., Honolulu.
75 452p.; For a related document see CE 013 987
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

One of the products resulting from the Adult Career Education in Corrections Program of the University of Hawaii (a national effort initiated in 1972 and implemented within a regional framework with local participation), this volume is intended to serve as a supplemental resource for use with a generalized model (see related note) for planning, implementing, and evaluating programs of adult career education in corrections. The volume is comprised of articles divided into seven major topical areas which correspond to the seven major functions of the model: establish conceptual framework (fourteen articles), process system information (three articles), assess needs for career education (two articles), define/develop goals/subgoals/objectives (three articles), formulate adult career education plan (eight articles), implement adult career education plan (sixteen articles), and evaluate adult career education system (one twenty-page article). The articles were written by a wide range of professionals in the fields of corrections, education, economics, sociology, and psychology. (SH)

Descriptors: Administrative Change/ Administrative Personnel / Adult Education/ Adult Vocational Education/ *Career Education/ *Correctional Education/ Correctional Rehabilitation/ Delivery Systems/ Educational Objectives/ Job Placement/ *Models/ Motivation/ Needs Assessment/ Prisoners/ *Program Development/ Program Evaluation/ *Program Planning/ Staff Improvement/ *Vocational Development/ Vocational Rehabilitation

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ED147561 CE013901
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.
Williams, David L.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
77 107p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This report reviews activities of a research project having the following objectives: identify selected personal characteristics of Iowa vocational agriculture students; determine how important students thought their vocational agriculture supervised occupation experience (SOE) was in developing occupational abilities; and determine how important students thought selected factors were in developing their SOE. The list of thirty-eight occupational abilities studied are presented, as well as a list of eighteen factors studied. A twenty-eight-page review of literature is presented first, followed by a description of the methodology for sampling, data collection (three-part questionnaire administered to a statewide sample of 300 senior high school students), and analysis of data. Findings are outlined in three sections: (1) personal characteristics of students in terms of types of SOE of students, occupational plans, educational plans, home locations of students, and years of vocational agriculture; (2) importance of developing occupational abilities; and (3) importance of factors in developing SOE. Sections 2 and 3 describe data analysis in terms of last type of SOE, occupational plans, educational plans, and home location. Conclusions are presented and recommendations include the following: The type of occupational abilities a student desires to develop should be considered in developing an SOE program, and instructors should include in their program of study instruction on selecting, planning, and conducting SOE for beginning vocational agriculture students. (BL)

Descriptors: Agricultural Education/ Educational Research/ Farm Occupations/ Field Experience Programs/ High School Students/ Job Skills/ *Program Development/ Program Evaluation / Program Improvement/ Senior High Schools/ Skill Development/ *Student Attitudes/ *Student Characteristics/ Student Experience/ Student Opinion/ *Supervised Farm Practice/ *Vocational Agriculture/ *Vocational Development

Identifiers: *Iowa

ED147485 CE013264
WORK-ED (World of Related Knowledge and Educational Development). Manual for Administrators.
Hackensack Public Schools, N.J.
Aug 76 70p.; For a related document see CE 013 265
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Office of Program Development.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

This manual is designed for the administrator or coordinator responsible for implementing the World of Related Knowledge and Educational Development (WORK-ED) program in a school district. (The program is a career education course of study for ninth graders designed to enable students who have not chosen the traditional college prep high school course to make career choices based on occupational information and ability to select goals.) The manual details all steps necessary to implement the program and provides the measuring devices for evaluating the program's success. Information and strategies necessary to achieve the program goals are discussed and include the following: rationale, objectives, needs assessment, resource specifications and start-up costs, staff involvement, training, surveys of students, teachers/counselors, community, and evaluation. Appendixes contain samples of all written materials necessary to implement the WORK-ED program. (TA)

Descriptors: Administrator Guides/ Career Education/ Community Involvement/ *Curriculum Development/ Educational Administration/ *Educational Alternatives/ Educational Objectives/ Educational Strategies/ *Grade 9/ Guidance Programs/ Measurement Instruments/ Needs Assessment/ Occupational Clusters/ *Program Administration/ Program Costs/ Program Descriptions/ *Program Development/ Program Evaluation / Secondary Education/ Staff Role/ *Vocational Development

ED146386 08 CE013317
Elko County School District. Career Awareness Project. Final Report.
Elko County School District, Nev.
Mar 75 233p.; Best copy available
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: V361009L
Grant No.: OEG-0-73-2915
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

A project was undertaken (1) to develop and implement a program at the elementary school level (K-6) that would increase the career awareness of students and (2) to improve the guidance and counseling services at all grade levels. To achieve the goals, the following strategy was developed: develop a curriculum for a career awareness program in three selected pilot elementary schools which enrolled 1,374 students and fifty teachers, conduct inservice training for the teachers to enable them to implement the program, and establish a career guidance committee to develop a career guidance component for all grades. The project resulted in the successful implementation of the career awareness program at the elementary school level, the provision of inservice training to the teachers, the establishment of a career center to provide support to staff and students, and the development of two products, Course of Study and Curriculum Guide. (The appendix, comprising most of the report, contains the Course of Study and Curriculum Guide. The course of study includes separate career awareness units for K-6, Educable Mentally Retarded (EMR), Art, Music, and Special Education (Grades 7, 8, and 9). The Curriculum Guide consists of supplementary teaching materials and lesson plans for use with sixty-eight career awareness films on different occupations. (EM)

Descriptors: Behavioral Objectives/ *Career Awareness/ *Career Education/ Curriculum Guides/ Elementary Secondary Education/ Exceptional Persons/ Films/ Learning Activities/ Program Descriptions/ *Program Development/ Program Evaluation / Resource Guides
Identifiers: Nevada (Elko County)

ED145253 CE013443
Career Explorations. Schools-Business-Industry. Guidelines for Implementation.
Dayton Univ., Ohio.; National Alliance of Businessmen, Washington, D.C.
77 9p.; National Alliance of Businessmen Career Guidance Institute (University of Dayton, Dayton, Ohio, August 15-19, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Strategies for implementing career exploration programs into schools and cooperating hosts from business and industry are suggested in this short booklet. Content is presented in outline form and covers the following three topics: Organization of Guidelines for Exploration of Business and Industry (Schools--communication, preparation of students, and schedule students into site; Business--communication, industry preparation, and schedule student into site); Implementation of Exploration in Schools; and In Schools and Industry Evaluation and Follow-Up of Hands-on Experience. (SH)

Descriptors: *Business/ *Career Exploration/ Industry/ *Program Development/ Program Evaluation/ Program Guides/ *School Community Cooperation/ *School Industry Relationship/ Secondary Education

ED145245 08 CE013356

A Pilot Study in a Cooperative School/Community Effort to Enhance Realistic Student Vocational Choice and Awareness as well as Personal Development in a Transition to Adulthood through a Meaningful "Action Learning" Program. Final Report.

Napolitan, Richard R.

North Hills School District, Pittsburgh, Pa.

28 Sep 77 85p.; Not available in hard copy due to poor reproducibility of the original document

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Bureau No.: 20-6803

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

A project involving thirty-nine eleventh grade students was undertaken at a senior high school to plan and initiate a community-based action learning program to provide students with a meaningful cooperative school-community work learning experience. Specific curriculum requirements were met through a combination of independent study, interdisciplinary study, or traditional classroom study, and students were evaluated twice during the eighteen-week semester on the accomplishment of objectives established by the student, advisor, and field site representative. Twelve project outcomes indicated that the program has become an alternative to the traditional school: Students' attitudes toward school became more positive; results in the Vocational Maturity Inventory Scale indicated increased career awareness; field site sponsors and parents sent numerous data to verify students' increased self-esteem and confidence; and plans have been established to develop many of the outcomes into a model for a community-based learning program. (The appendix, comprising one-half of the report, includes an application form; placement and sponsor's participant agreement forms; a typical field site resume; seminar objectives; curriculum objectives for English, social studies, and physical education; evaluation data results; and program and student evaluation questionnaires.) (EM)

Descriptors: *Career Exploration/ *Cooperative Programs/ Educational Alternatives/ Educational Objectives/ Grade 11/ Models/ Program Design/ *Program Development/ *Program Effectiveness/ Program Planning/ School Community Programs/ Secondary School Students/ Senior High Schools/ Student Evaluation/ *Vocational Development

Identifiers: Pennsylvania (Pittsburgh)

ED145207 08 CE013043

The Original American Early Morning Primer. A How-To-Do-It Guide for Implementing Career Education in Rural Schools.

McKinley, Cindy

Cashmere Consolidated School District, Wash.

77 112p.; Photographs will not reproduce well

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Intended to serve primarily as a guideline, this manual presents an example of how one rural school system restructured its curriculum to integrate career education into the program. Based on flexibility and adaptation, it presents six areas for consideration: (1) the eight elements of career education; (2) the advantages and disadvantages of career education in rural schools; (3) creating career education curriculum; (4) total staff involvement, with emphasis on the roles of instructional media specialists, guidance personnel, and administrators; (5) public relations: involving community and parents; and (6) evaluating the program. An index is provided and a bibliography is appended. (BL)

Descriptors: Administrator Role/ *Career Awareness/ *Career Education/ *Career Exploration/ Curriculum Development/ Elementary Secondary Education/ Guidance Personnel/ Guidelines / Media Specialists/ Parent Participation/ Parent School Relationship/ *Program Development/ Program Evaluation/ Program Guides/ Program Improvement/ Public Relations/ *Rural Schools/ School Community Relationship/ Staff Role

ED145204 08 CE013036

Research and Development Project in Career Education K-14. Final Report.

Allen, Audrey S.

Baltimore City Public Schools, Md.

2 Jun 75 158p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: V361060L

Grant No.: OEG-0-73-2997

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Objectives of a career education research and development program were to reduce student absenteeism and dropout rates in seven Baltimore schools (four elementary, two junior high, and one high school) by initiating and developing career awareness at the elementary level; providing occupational information, personal development, and career exploration experiences in junior high schools; developing a high school cooperative education program with the community college; and involving the parents in development of the career education program. The primary conclusion was that the one-year program made a decisive impact on the participating students and was considered a success by all involved. Recommendations include providing inservice career training to all school personnel, initiating cooperative teacher education programs with local colleges and universities, and developing staff inservice education programs concerning public and private sectors of the employment community. The body of the report (twenty-three pages) includes brief descriptions of several project components, e.g., an elementary school store, junior high in-school and on-the-job work experiences, the high school volunteer intern program with the University of Maryland hospital, and a three-day workshop for teacher education faculty and students held at Coppin State College. Sample report forms, teacher guides and lesson plans, workshop agendas, and parent questionnaires are contained in a 104-page appendix. (BL)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ College School Cooperation/ Cooperative Programs/ Elementary Secondary Education/ Inservice Teacher Education/ Internship Programs/ Junior Colleges/ Occupational Guidance/ Parent Participation/ *Program Development/ School Districts/ Teacher Workshops/ *Vocational Development/ Work Experience Programs

Identifiers: Maryland/ *Maryland (Baltimore)

ED145169 CE012842

Administrative Handbook on Student Internships.

Parker, Lois; And Others

Montgomery County Public Schools, Rockville, Md. Div. of Career and Vocational Education.

77 47p.; Parts of appendixes may reproduce marginally

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Designed to assist administrators, teachers, and counselors with the development, implementation, and administration of a student internship program, this administrative handbook begins with a program description of an internship program in Montgomery County, Maryland, in which students are released from school for part of the day or part of the school year to complete a nonpaid career education assignment in business, government, industry, research, or social service. The policies, procedures, and related information needed to assist in the development of an effective student internship program are presented including information about goals and objectives, types of programs, administrative guidelines and responsibilities, coordinator responsibilities, student selection and enrollment, credit and grading policies, legal and insurance issues, and safety and transportation issues. The appendixes include sample forms for evaluation, application, placement, and attendance, copies of Maryland child labor laws, workmen's compensation law regarding work permits, and child labor laws regarding hazardous occupations, and a schedule of the internship offerings in Montgomery County Public Schools. (BM)

Descriptors: Administrator Guides/ Business/ *Career Education/ *Career Exploration/ Educational Alternatives/ Field Experience Programs/ Government (Administrative Body)/ Industry/ *Internship Programs/ Legal Responsibility/ *Program Administration/ *Program Coordination/ *Program Development/ Program Guides/ Research/ School Policy/ Secondary Education/ Social Services

Identifiers: Maryland/ Maryland (Montgomery County)

ED145097 08 CE012263
Implementing Career Education. Exemplary Practices in California Public Schools.
California State Dept. of Education, Sacramento.
77 71p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.65, plus 6% sales tax for California residents)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The collection of California's exemplary practices in career education included in this document was chosen because each one illustrates an exemplary practice in a specific aspect of career education. It is also noted that each practice has demonstrated effectiveness and each can be replicated without unusual additional resources. Following the first two chapters, which discuss career education in general (definitions, basic concepts, common misunderstandings, change strategies, and concerns for the future) and career education in California (report of the Commission for Reform of Intermediate and Secondary Education (RISE), goal statements and career clusters), each of the remaining chapters discusses and describes exemplary practices/projects in one of the following areas: planning, management, staff development, curriculum development, instructional services, guidance services, community involvement, and evaluation. (SH)

Descriptors: *Career Education/ *Career Exploration/ Community Involvement/ Curriculum Development/ Curriculum Planning/ *Demonstration Projects/ Elementary Secondary Education/ Guidance Services/ Inservice Teacher Education/ Instructional Materials Centers/ Program Administration/ *Program Descriptions/ Program Development/ Program Evaluation / Program Planning/ *Program Validation/ Senior High Schools/ Simulation/ Staff Improvement/ Teaching Methods
Identifiers: *California

ED143880 08 CE012661
Alternatives to Contemporary Exploratory Programs. Final Report.
Ressler, Ralph
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Mar 77 33p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The goal of a project was to survey the vocational divisions of state departments of education across the nation in order to provide the vocational division of Virginia with information upon which to base decisions concerning the development of its vocational exploratory program. A search of the literature was done and an ERIC search completed. Using Project Baseline, "sister" states were identified. All states were contacted and several were visited to uncover such information. Based upon those states actively involved in developing a continuum of occupational education from orientation through postsecondary vocational education, recommendations were that (1) a policy/philosophy statement be generated; (2) a staff function/position bear responsibility for the exploratory program; (3) the exploratory program be developed in phases; (4) eventually, a fundable, exploratory package be developed, articulated to "Careers and You" as well as to preparatory vocational courses; and (5) that an evaluation plan be put into effect to measure progress and results of the orientation and exploratory program. Ten pages of comparative tables and charts are appended, as well as sample telephone forms used in requesting information from state supervisors, service area directors, and state accreditation officers. (Author/BL)

Descriptors: Career Education/ *Career Exploration/ Demonstration Projects/ Educational Practice/ Intermediate Grades/ Junior High Schools/ Middle Schools/ National Surveys/ *Policy Formation/ Program Development/ Program Effectiveness/ Program Evaluation/ *Program Planning/ Staff Role/ State Departments of Education/ State Programs/ State Surveys/ *Statewide Planning/ Statistical Data/ *Vocational Education
Identifiers: *Virginia

ED143827 08 CE012401

Administrator's Guide to Career Education in the Elementary School.

McGinley, Gerry P.

Nevada Univ., Reno. Research and Educational Planning Center.; Washoe County School District, Reno, Nev.

27p.

Sponsoring Agency: Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.; Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This document provides a step-by-step guide to assist administrators in implementing a career awareness development program on the elementary level. First the program is described by the four basic attitudes and ten overall objectives which underlie all the program activities. Then the administrative responsibilities are presented under the following areas of consideration: funding, contacts, time, implementation, organization, personnel, space, supply and materials, and evaluation. These administrative responsibilities are divided into standard and optional categories so that each district or school can adapt the guide to its individual needs and resources. Finally the basic concepts for an elementary (K-6) career awareness development program are listed according to grade level. (BM)

Descriptors: Administrator Guides/ *Administrator Responsibility/ Articulation (Program)/ *Career Awareness/ *Career Education/ Educational Objectives/ Elementary Education/ Facility Requirements/ Instructional Materials/ Personnel Needs/ *Program Administration/ Program Costs/ *Program Development/ Program Evaluation/ Program Length/ Supplies

ED143801 CE012130

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.

Akron-Summit County Public Schools, Ohio. Job Placement Dept.

77 145p.; Best copy available

Available from: Akron-Summit County Public Schools Job Placement Department, 482 Grant Street, Akron, Ohio 44311 ($10.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Procedures, practices, and materials contained in this guide for counselors have been field tested and successfully used in a variety of school settings. The guide has two major sections. The first section deals with the development of the original project and includes discussion of student needs assessment, staff assessment, and establishing priorities/meeting needs. The second section deals with the four components of the placement process, covered separately with accompanying field tested practices, procedures, and materials. Components are (1) data (student data, community resources, career resource file, employer data, post-high school training and education, and resource center). (2) preparation (pre-employment preparation, job seeker errors, attitude and employability, a practitioner's point of view, pre-employment materials, developing a mini-unit format, post-high school training and education, summary of preparation and exploration program, approaches for the infusion of activities), (3) placement (telephone procedures, the job order form, the job match, referral process, job development), and (4) follow-up. Appendixes contain a personal needs survey form, follow-up survey, sample student data collection forms, sample for recording employer data, and a sample employer job order form. (TA)

Descriptors: Data Collection/ Employment Opportunities/ Guides/ High School Graduates/ *Job Placement/ Job Training/ *Occupational Guidance/ Occupational Information/ *Program Development/ Resource Materials/ Secondary Education/ Secondary School Counselors/ Secondary School Students/ Student Placement/ *Vocational Counseling/ *Vocational Development/ Vocational Followup

ED143791 08 CE012025
Colloquium Series on Career Education for Handicapped Adolescents. 1976.
Purdue Univ., Lafayette, Ind. Dept. of Education.
76 115p.: For a related document see CE 012 024
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Texts from videotaped presentations which were part of the project "Interactive Television Colloquium Series on Career Education for Handicapped Adolescents" are presented in this document. (The project focused on responding to the need for preservice and inservice training for those individuals who are responsible for preparing handicapped students--particularly mentally handicapped--for meaningful employment.) The first two presentations, titled "Career Education: Where We Came From, Where We Are, and Where We Should Be Going" and "Developing Career Awareness: The Foundation of a Career Education Program," are by Oliver P. Kolstoe. The first presentation discusses the development of career education for the handicapped from a historical perspective. The future of secondary programs for the mentally retarded is also covered. The second presentation serves to provide the special education teacher with ideas about programs and curricular materials to enhance career awareness. A number of commercial materials are described in detail. The third presentation, "Career Exploration: An Integral Part of the Career Education Program" by Gary M. Clark, discusses various aspects of career exploration for the handicapped adolescent. The final presentation, "Preparing the Handicapped for Gainful Employment" by Fount G. Warren, focuses on the shortcomings of typical secondary school programs for the mentally retarded. (SH)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Educational Needs/ Handicapped Students/ Inservice Teacher Education/ *Instructional Materials/ *Mentally Handicapped/ Preservice Education/ *Program Development/ Secondary Education/ Teacher Responsibility/ Vocational Development

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ED142814 08 CE012085
How to Develop a Summer Career Exploration Program for 7th, 8tn, and 9th Grade Students.
Woods, Harlan, Jr.
Kentucky Valley Educational Cooperative, Hazard.
14p.: For related documents see CE 012 085-086, CE 012 089-090, CE 012 093-094, CE 012 096, CE 012 098-099, and CE 012 101-103
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

One of several booklets focusing on the development of different components of a career education program, this guide is intended to direct personnel in local school systems in the development of a summer career education exploration for seventh, eighth, and ninth grade students. In a question/answer format, the document defines the program, presents a five-step procedure for developing such a program, provides ideas for publicity, discusses how to conduct the program, and concludes with suggestions for evaluation. (BM)

Descriptors: *Career Exploration/ Junior High Schools/ *Program Development/ Program Evaluation/ Program Guides/ Publicize/ *Summer Programs
Identifiers: Kentucky

ED142744 CE011717
A Guide for Designing and Implementing a Middle Grades Occupational Exploration Program.
North Carolina State Dept. of Public Instruction, Raleigh.
75 136p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Guidelines for designing, implementing, and conducting occupational exploration programs for grades 7-9 are contained in this document, which was developed for use with public schools in North Carolina. Discussion covers the philosophy of occupational exploration, mission statement, continuing objectives for grades 7-9, program description of occupational exploration, program scope, exploratory laboratory description and sequencing, staff size and scheduling, facilities, equipment, teaching materials and supplies, information on the Career Exploration Clubs of America, strategies for implementing an occupational exploration program, recommended personal characteristics and competencies of staff, and guidelines for teacher certification and program evaluation. Appendixes, which make up the greater portion of the document, are intended to aid local units in designing inservice programs, arranging various laboratories for exploratory programs, purchasing equipment, selecting supplies and teaching materials, and developing instructional material. Each laboratory is described outlining some possible occupational cluster combinations. Equipment and materials lists are provided to assist in purchasing those most appropriate for exploratory experiences. Each laboratory has an instructional prototype for individualizing instruction. The appendixes are titled as follows: Proposal for Inservice Education, Business and Office Occupations, Environmental Occupations, Service Occupations, Occupational Information Center, and General Information. (TA)

Descriptors: Career Education/ *Career Exploration/ *Cognitive Processes/ Educational Administration/ Educational Objectives/ Facility Guidelines/ *Facility Planning/ Inservice Teacher Education/ Instructional Materials/ Intermediate Grades/ Junior High Schools/ *Learning Activities/ Learning Laboratories/ Middle Schools/ *Occupational Clusters/ Program Development/ Program Guides/ *Program Planning/ Resource Guides/ Resource Materials/ Teacher Role/ Teaching Skills
Identifiers: North Carolina

ED141998 EC101356

Developing and Implementing a Vocational Education Awareness Program for Handicapped Students in the Cherokee High School.

Casey, Edwin R.

Apr 77 54p.; Mini Practicum, Nova University

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

A practicum was developed at Cherokee High School (Georgia) for providing equal opportunities for mildly handicapped students to gain competencies necessary to succeed and advance in a chosen occupation. The curriculum involved the following: the high school principal (responsible for developing and implementing the program); vocational specialist (responsible for managing the existing school and community resources and formulating the interdisciplinary program); the interdisciplinary team (with each member responsible for identifying and designing the curriculum in his individual discipline); public relations (responsible for developing awareness, creating enlightenment, and stimulating involvement); the 16 students (meeting criteria which included inability, because of handicaps, to succeed in regular vocational programs); scheduling in the vocational education awareness program; counseling of the students and parents by the vocational specialist; placement of the students in a personalized program; the instructional program made up of instructional options which included skill training, fulltime employment, and placement in sheltered workshops; and a training plan for each student which outlined tasks and expectations. Measures of students' attendance, grades, personal qualities, employment, and occupational task performance supported the effectiveness of the curriculum. (SBH)

Descriptors: *Career Awareness/ *Curriculum Development/ *Handicapped Children/ Individualized Instruction/ *Interdisciplinary Approach/ Job Training/ *Program Descriptions/ Program Effectiveness/ Secondary Education/ Vocational Adjustment/ *Vocational Education

ED141607 CE011756

The Open Door between Community and Classroom...How IPAR Puts It All Together to Provide Action-Oriented Face-to-Face Learning Opportunities to Help Schools Prepare Today's Youth for Tomorrow's World.

Institute for Public Affairs Research, Inc., Portland, Oreg.

17p.

Available from: Institute for Public Affairs Research, Inc., 516 S.E. Morrison Street, Suite 710, Portland, Oregon 97214 ($5.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

IPAR, whose name originally stemmed from its official name--Institute for Public Affairs Research, Inc.--is described as a nonprofit organization operating in Portland, Oregon, and designed to bring students and their teachers into closer contact with all aspects of the working world by (1) recruiting community resources, as speakers in classroom for occupational exploration and to offer work experiences, (2) operating a central scheduling center through which teachers can tap these resources, and (3) providing training and orientation for community participants to upgrade the quality of their involvement. After a brief description of IPAR's activities and services, guidelines are offered for developing an IPAR-type program. These guidelines cover organizational suggestions during initial stages, selling the community and schools, sample outline of procedural steps, and suggested job descriptions for staff of an IPAR-type program. (SH)

Descriptors: Business/ Career Education/ Career Exploration/ *Community Resources/ Elementary Secondary Education/ Guidelines/ Industry/ Personnel Selection/ Program Descriptions/ *Program Development/ School Community Relationship/ *Staff Role/ *Student Experience/ *Vocational Development

Identifiers: *Institute for Public Affairs Research/ *Oregon / Oregon (Portland)

ED139922 08 CE010889

Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.

Alcorn, John D.; Fredrick, David L.

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Jun 75 102p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Bureau No.: V0013VZ

Grant No.: OEG-0-74-1685

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

The project for the Columbia (Mississippi) School District was designed (1) to establish a model program of career counseling and placement which would lend itself to overall evaluation and have potential for replication and dissemination to other districts throughout the State and region, and (2) to determine the effects, if any, of this program on the vocational assurance and vocational anxiety of high school students, and on teacher attitudes towards career education. Project evaluation procedures involved the development and testing of hypotheses which would determine the accomplishment of the project objectives. Findings showed that the project was instrumental in reducing students' vocational anxiety and increasing their vocational assurance. There was also a positive increase in the teachers' attitude toward career education. This report is presented in four sections: Section I covers the project purpose, research hypotheses, definition of terms, procedures, experimental design, instruments, and statistical analysis of data; section II describes the Career Planning and Placement Program; section III contains results and findings as they relate to the research hypotheses; and a section IV includes the summary, conclusion, and recommendations. An 18-page career education and development bibliography, questionnaires, and other instruments used in the project are included in the appendixes. (WL)

Descriptors: Career Education/ Career Planning/ Community Involvement/ Educational Research/ High School Students/ *Job Placement/ *Program Development/ *Program Effectiveness/ Program Evaluation/ Questionnaires/ *School Community Relationship/ School Districts/ Secondary Education/ Student Evaluation/ Teacher Attitudes/ *Vocational Counseling/ *Vocational Development

Identifiers: *Mississippi/ Mississippi (Columbia)

ED139908 08 CE010317

Three-Site Evaluation for Career Development Projects.

Brickell, Henry M.; And Others

Policy Studies in Education, New York, N.Y.

Jun 76 156p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

An evaluation was done of three sites (Cincinnati, Cleveland, and Springfield) participating in Ohio's Career Development Program for students in grades K-10 from 1975-1976 to (1) assess leadership characteristics of the individual programs and classroom teaching activities of the program teachers and (2) determine the amount and type of student learning of career education concepts in grades 3, 6, 8, and 10. To assess the program process, the local program directors, school administrators, teachers, and students were interviewed, instructional materials were examined, and classrooms were visited during 2-day site visits. Utilizing tests developed in Ohio, the pretest status and pre- and posttest growth of program and non-program students were analyzed to evaluate student learning. The 11 conclusions regarding student learning suggest that the program has influenced the learning of students, has made slightly more impact on cognitive than affective learning, and has been most successful in the elementary grades. The four conclusions about program process indicate that program directors and coordinators are capable of assuming a leadership role in infusing career development concepts into their schools, and appear to be providing for program expansion. (The appendix comprises two-thirds of this report and includes process evaluations and the pre- and posttest findings from the three study sites.) (EM)

Descriptors: Academic Achievement/ Affective Objectives/ *Career Education/ Cognitive Objectives/ Cost Effectiveness/ Elementary Secondary Education/ Fused Curriculum/ Program Costs/ *Program Effectiveness/ Program Evaluation/ *State Programs/ *Student Evaluation/ *Vocational Development

Identifiers: *Ohio

ED139179 EC100754

The Nature of Barriers and Strategies for Overcoming Them.

Dahl, Peter R.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Apr 77 14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Contract No.: 300-75-0345

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Discussed are some attitudinal, communication, environmental, and skills barriers faced by handicapped people seeking to gain vocational skills and to work successfully. The author describes the Vocational Training and Placement of the Severely Handicapped (VOTAP) project and the Overcoming Barriers to Mainstreaming project. (IM)

Descriptors: *Attitudes/ Communication Problems/ *Environmental Influences/ Guidelines/ *Handicapped/ Program Descriptions/ *Regular Class Placement/ *Skill Development/ *Vocational Development

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ED138826 08 CE011215

Career Education Program, 1974-1975. Final Evaluation Report.

Kershner, Keith M.; Blair, Mark W.

Research for Better Schools, Inc., Philadelphia, Pa.

26 Sep 75 114p.; For a related document see CE 011 214 ; Tables may be marginally legible due to small print

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-004-0011

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

The third year (1974-1975) of the Research for Better Schools (RBS) program was evaluated using five groups of students totaling 259 experimental students and 109 comparison students. These groups were administered a series of instruments on a pretest-posttest schedule in order to measure student performance. The RBS program provides secondary school students with cognitive skills, career experiences, and personal perspectives which aid in the selection and pursuit of adult life goals. Three principal instructional components employed to achieve program goals are career exploration and specialization, career guidance, and basic skills. Results of the study include the following: (1) Data analysis supported program effectiveness in the career knowledge component of career skills over a 2-year period. (2) Both first and second year experimental students showed significant increases in attitudes toward learning environments. (3) The experimental students' posttest levels were found to be significantly higher than the control students' scores. (4) The experimental program was not demonstrated to offer advantages in the provision of basic skills instruction. A series of recommendations were addressed to the continuance of successful program elements, the review of identified problem areas, and the investigation of indicated research and evaluation issues. Supplementary information to the report is contained in a separate volume. (TA)

Descriptors: Academic Achievement/ *Basic Skills/ Career Education/ *Career Exploration/ *Daily Living Skills/ Data Analysis/ Educational Objectives/ Educational Research/ Occupational Guidance/ *Program Effectiveness/ Program Evaluation/ Secondary Education/ Skill Development/ Student Attitudes/ *Student Development/ *Vocational Development

Identifiers: Pennsylvania/ *Research for Better Schools

ED138825 08 CE011214
Career Education Program, 1974-1975. Final Evaluation Report. Supplementary Information.
Research for Better Schools, Inc., Philadelphia, Pa.
26 Sep 75 111p.; For a related document see 011 215
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-004-0011
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Supplementary information (consisting of reports and instruments) to the final 1974-75 evaluation report of the Research for Better Schools (RBS) program are contained in this document. Five sections are included. The section on student recruitment and selection (28 pages) describes briefly background details concerning recruitment activities and selection procedures in the Philadelphia school district. An analysis plan (15 pages) for the evaluation of 1974-75 data from the RBS program, limited to description, attrition, data representativeness, student effects, and participant-perceived effects, is presented in the second section. The data format manual (35 pages) for fiscal year 1975 is included in the third section. The fourth section (13 pages) presents unpublished instruments (Student Demographic Data Questionnaire and the Student Attitude Survey) developed by the project. The final section, Analysis of Data Representativeness (10 pages), focuses on student attrition during the year 1974-75 and student absences during testing. (TA)

Descriptors: Attendance/ Basic Skills/ Career Education/ *Data Analysis/ Data Collection/ Measurement Instruments/ *Program Evaluation/ Questionnaires/ Racial Differences/ School Districts/ Secondary Education/ Sex Differences/ Student Attitudes/ *Student Characteristics/ Student Development/ *Student Recruitment/ *Vocational Development

Identifiers: Pennsylvania/ *Research for Better Schools

288

ED138757 08 CE010892
Bilingual Occupational Education--Adult. Evaluation Report.
Rochester City School District, N.Y.
17 Mar 77 6p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 558AH50025
Grant No.: G007502013
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The overall objective of the program was to provide 200 Spanish-speaking adults and out-of-school youth, 16 years of age or older, with occupational instruction and English language skills which would enhance the enrollees' opportunities to acquire entry level job skills or upgrade the enrollees' present occupational status. The program began with 86 enrollees actively participating in one out of nine of the following courses: Cosmetology, automotive mechanic, electricity, commercial photography, nursing science, office skills, automotive body and painting, and basic adult education. The courses were made available at four school districts' facilities easily accessible to the target population. The program content consisted of: (1) Actual instruction of courses (provided both in Spanish and English), (2) three hours per week of instruction in English as a second language (ESL), and (3) counseling, as a supplement to instructional quality, in career and occupational areas. Second semester enrollment increased by 149 new enrollees with courses in accounting and welding being added to the program curriculum. Positive comments were received from community agencies on the operation of the program. (WL)

Descriptors: Adult Basic Education/ *Bilingual Education/ *English (Second Language)/ *Job Skills/ *Language Skills/ Program Descriptions/ Program Development/ *Skill Development/ Skilled Occupations/ Spanish Speaking/ *Vocational Development / Vocational Education

289

ED137544 08 CE010459

A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume I. An Overview of the Research Project.

Fisher, Harold S.; And Others

Muskegon Area Intermediate School District, Mich.

Jan 76 115p.; For related documents see CE 010 459 and CE 011 062-064

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: V0218VZ

Grant No.: OEG-0-74-1669

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This volume is one of a four-volume final report of a research project developed to identify the jobs and training needs for the area of wastewater land treatment systems and related agricultural occupations. The overall purpose of the project is presented in terms of its six subobjectives: (1) To identify the agricultural occupations related to the Muskegon County Wastewater Management System (MCWMS) and determine job needs, (2) to perform a task analysis on each of the identified agricultural occupations related to the MCWMS, (3) to write student terminal performance objectives and develop modules of instruction, (4) to explore the possibilities of utilizing the MCWMS as an educational tool, (5) to develop student awareness information, and (6) to implement an articulated curriculum with actual programs. Overall findings presented showed that nationwide employment of individuals working in conventional wastewater treatment systems as well as modern systems is expected to rise rapidly through the mid-1980's and that there is a need for student modules of instruction for the agricultural occupations. Appendixes constitute the majority of the document. Major appendixes are titled Task Analysis Survey Instruments, Selected Pages (9 pages), A Sample of the Format Used for Writing Student Terminal Performance Objectives and Instructional Modules (12 pages), An Explanation of the Components in the Instructional Modules (2 pages), Bibliography of Documents Reviewed and Used for the Project (11 pages), Survey Question and Results Concerning Using the MCWMS as an Educational Tool (5 pages), and A Discussion of Possibilities and Approaches for Implementing Vocational and Technical Agricultural Programs in Career Education Banning District #21 (14 pages). (SH)

Descriptors: Agricultural Education/ Agricultural Research Projects/ Behavioral Objectives/ *Curriculum Development/ Employment Projections/ Farm Occupations/ *Job Skills/ Job Training/ Junior Colleges/ Land Use/ Learning Modules/ *Manpower Needs/ Material Development/ Off Farm Agricultural Occupations/ Program Descriptions/ Program Development/ Research/ Secondary Education/ Surveys/ Task Analysis/ *Vocational Development/ *Waste Disposal/ *Water Pollution Control/ Water Resources

Identifiers: *Michigan/ Michigan (Muskegon County)

290

ED136071 08 CE010572

Aides to Career Education, 1975-76: An Evaluation.

Crawford, Alan N.

Los Angeles Unified School District, Calif.

76 30p.; For related documents see ED 107 877, ED 117 419, ED 120 415 and ED 120 524

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Aides to Career Education (ACE) Program employs instructional aides to help disadvantaged vocational education students in Los Angeles develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. In 1975-76 (the fourth year) there were 289 aides assigned to 49 high schools and 1 regional occupational center plus 13 counselor aides in 13 urban impact schools. The (1975-76) evaluation included analysis of quantitative data, administration of questionnaires to certificated, classified, and student personnel, and onsite visitations by project administrators. Findings indicated that the program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students. The program had a generally positive effect on the students assisted, especially on the slower ones. The greatest efforts of the aides were in the area of direct assistance to students. Project objectives for median ratings of 3.0 or more (on a 1-4 scale) were met in all areas and were higher than in the previous year; attendance of students in classes with ACE aides was also higher. Monthly inservice education workshops for development of aides' skills and for acquisition of feedback about the program were found to be generally effective. Provision of career guidance counselors and of teacher-developed instructional materials was found by teachers to be valuabla. For the third year the number of hours assigned to each aide and the number of aides assigned to each school were reported to be inadequate to meet student needs. (Data analysis and recommendations are included.) (TA)

Descriptors: Academic Achievement/ Attendance Patterns/ *Career Education/ *Disadvantaged Youth/ Dropout Prevention/ Employment Potential/ Employment Qualifications/ Inservice Education/ *Program Effectiveness/ Program Evaluation/ School Attitudes/ School Holding Power/ Secondary Education/ Student Attitudes/ *Teacher Aides/ *Teacher Attitudes/ *Vocational Development/ Vocational Education

Identifiers: California/ California (Los Angeles)

291

ED136061 08 CE010366

Planning for Career Education. Grades 7-9.

Burkhart, Phil

Pocatello School District 25, Idaho.

279p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: V361033L

Grant No.: OEG-0-73-2993

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

This guide describes a program designed to assist local school leaders in developing a career exploration program for grades 7-9. It is designed for implementation in the classroom structure and curriculum and is divided into seven sections: Introduction, Teacher Training, Career Resource Information Bank (CRIB), Field Trips, Positive Action, Evaluations, and Teaching Units. The 14 teaching units cover art, drafting, earth science, English, guidance and counseling, health and life science, home economics, industrial arts, mathematics, music, physical education, social studies, speech, and typing. Each of the units contains some or all of the following elements: Overall obectives, rationale, specific performance objectives, learning activities, sources of information, materials, resource people, budget summary, evaluation, hands on project. (TA)

Descriptors: Behavioral Objectives/ Career Education/ *Career Exploration/ Curriculum Guides/ Decision Making Skills / Field Trips/ Fine Arts/ Fused Curriculum/ Health Education/ Home Economics/ Industrial Arts/ Inservice Teacher Education/ Junior High Schools/ *Learning Activities/ Learning Modules/ Mathematics Curriculum/ Occupational Guidance/ Physical Education/ *Program Development/ Resource Materials/ Science Units/ *Skill Development/ Social Studies Units/ *Student Development/ Teacher Developed Materials/ Typewriting/ Units of Study

Identifiers: Idaho

ED136055 08 CE010280

DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System. Final Report. July 1974-August 1975.

Harris-Bowlsbey, JoAnn

Northern Illinois Univ., De Kalb.

75 142p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Div. of Research and Demonstration.

Bureau No.: V0132VZ

Grant No.: OEG-0-74-1751

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Based on the Computerized Vocational Information System (CVIS), Project DISCOVER was conceptualized in three parts: Guidance subsystem for direct use by individuals at three age levels (grades 4-6, grades 7-12, and adult) seeking career guidance; the counselor-support subsystem; and the administrator support subsystem. Guidance development and technical development were the two components of the project from July 1, 1974 to August 31, 1975. This report describes the project in two sections, according to its two components. Overall project objectives are contained in the first section (Guidance Development) along with a discussion of accomplishments, major activities and events, problems, and publicity activities. The second section (Technical Development) covers technical aspects of accomplishments, major activities and events, problems, publicity, dissemination, other activities, staff employment and utilization, and staff development. Modules which were developed and input into the computer system are described. Appendixes contain the following materials: Monthly progress reports, advisory board meeting minutes, guidelines for script preparation, field test site selection and evaluation plan, outline of inservice training program for counselors, contracts with publishers, plan for dissemination and maintenance of DISCOVER, budget, suggested division of funds, abstract and newsletter, DISCOVER system flowcharts, data base descriptions, administrative applications, and list of DISCOVER programming support functions. (TA)

Descriptors: Career Planning/ *Computer Assisted Instruction / Computer Oriented Programs/ Computer Programs/ *Counselor Role/ Elementary Secondary Education/ Guidance Services/ Instructional Systems/ Learning Modules/ *Occupational Guidance/ Post Secondary Education/ *Program Administration/ Program Descriptions/ *Program Development/ Program Evaluation / *Vocational Development

Identifiers: DISCOVER

ED136047 08 CE010216

Evaluation of BHQ Career Education Project.

Educational Research and Development Associates, West Chester, Pa.

Jul 76 26p.; For a related document see ED 118 793

Sponsoring Agency: Allegheny Intermediate Unit, Pittsburgh, Pa.; Office of Education (DHEW), Washington, D.C.

Bureau No.: 361093

Grant No.: OEG-073-5276

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This third-party evaluation report of the BHQ (Baldwin-Whitehall, Highlands, and Quaker Valley) Career Education Project, a K-14 effort in Allegheny County, Pennsylvania, focuses on student outcomes resulting from efforts at staff development, curriculum infusion, resource centers, and community involvement. Included in the report are (1) discussions of background and history of the project and problems encountered in the evaluation, (2) a description of the evaluation design (student testing in grades 3, 6, 9, and 12 to measure outcomes in terms of product objectives and examination of treatment and management through observation, questionnaires, and teacher logs), and (3) data analysis and findings. Major conclusions include the following: The project achieved all product objectives in grade 3, 25% in grade 6, 14% in grade 9, and 25% in grade 12. It was successful in motivating, supporting, and training large numbers of teachers who are more aware of career education and utilize these concepts in teaching. Resource centers established in all districts are used by large numbers of students who rate them highly, as do teachers. Parents and community have been involved. Individual teachers have infused career education concepts into their curriculum to some degree; no project-wide curriculum exists. Coordinators were limited in support they could provide to teachers. (TA)

Descriptors: *Academic Achievement/ *Career Education/ Comprehensive Programs/ Curriculum Development/ Elementary Secondary Education/ Fused Curriculum/ Post Secondary Education/ *Program Effectiveness/ Program Evaluation/ Regional Programs/ Student Attitudes/ Summative Evaluation/ Teacher Attitudes/ Teacher Participation/ *Vocational Development

Identifiers: Pennsylvania (Allegheny County)

ED136037 08 CE010190

Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.

Heitzeg, Howard; Jeter, Kaye

Pontiac City School District, Mich.

76 78p.; Several pages of the Evaluation Design Worksheets may not reproduce well

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.: V361048

Grant No.: OEG-0-73-5287

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

The Pontiac Adult-Student Learning (PALS) Program's three years of operation are described in this report. (The primary goal of the project was to broaden the career horizons and aspirations of students in Pontiac's (Michigan) two high schools through an instructional program which would include student work experience through cooperative efforts between area industries and businesses and the Pontiac schools.) Five major sections are included: Statement of Problem, Overview of Project, Goals and Objectives, Data Analysis and Conclusions, and Evaluation Design Worksheets. The major portion of this report is included in the section, Data Analysis and Conclusions, in which each of the following project outcomes and supportive data are examined: Teacher inservice training; delivery of followup for inservice participants; pilot one semester placement program for 11th and 12th grades; institute support of the project by business and industry; disseminate the PALS curricula throughout district, State, and nationwide; pilot and research program for girls on choosing nonsex role stereotyped occupation; place PALS in the regular school day as a regular class; complete a followup of PALS students; continue career classes and increase number of students in program; involve parents in PALS program; and research decisionmaking process. Tables, graphs, and other supplementary information are included. (SA)

Descriptors: *Career Exploration/ Data Analysis/ Demonstration Projects/ Job Skills/ Program Descriptions/ *Program Development/ *Program Effectiveness/ School Districts / *School Industry Relationship/ Secondary Education/ Skill Development/ *Vocational Development/ *Vocational Education/ Vocational Followup/ Work Experience Programs

Identifiers: Michigan/ Michigan (Pontiac)

ED136018 08 CE010148
A Career Education Counseling Project. Final Report.
Corpus Christi Independent School District, Tex.
Aug 76 106p.; For related documents see CE 010 149 and ED 118 785
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 502-V65-0015
Grant No.: OEG-0-73-5255
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Covering the period of June 1975 to June 1976, the final year of a 3-year career education counseling project in the Corpus Christi schools, this report describes activities focused on implementing career education concepts into new project schools while maintaining and improving activities in the first- and second-year schools. Components of the project emphasized awareness and career orientation for K-6, established career resource areas in junior high school libraries, and developed career guidance and placement centers in the senior high schools. The placement component continues to provide employment experiences to individual students. Conclusions reported include the following: Positive career education (CE) movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE is effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students appreciate the opportunity to experience decisionmaking strategies. Community representation in the schools has established a liaison between business and education. Appendixes contain outlines of content for staff development workshops and lists of instructional materials for use at various grade levels. (TA)

Descriptors: Administrator Attitudes/ *Career Education/ Comprehensive Programs/ Counseling Programs/ Curriculum Development/ Demonstration Programs/ Elementary Secondary Education/ Occupational Guidance/ *Program Development/ *Program Effectiveness/ Program Evaluation/ School Districts/ Student Attitudes/ Teacher Attitudes/ *Vocational Development

Identifiers: Texas (Corpus Christi)

ED135997 CE009970
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.
Guilfoy, Vivian M.; Grothe, Mardell S.
Education Development Center, Inc., Newton, Mass.
Jan 76 123p.; For related documents see CE 009 970-972
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0121
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This first volume of a three-volume final report describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project's evolution through the various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the model's five major components: (1) Outreach, which used mass media and other approaches to attract clients, (2) counseling, which provided career information, guidance, and referral by telephone using paraprofessional counselors, (3) the resource center, which collected and disseminated career-related materials for project staff, clients, and the community, (4) the information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and (5) research and evaluation, which provided project staff with feedback about the clients and the operation of the program. A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacted with the community including its role in local adaptation after the research and development phase. The final section discusses the project's efforts to share its experiences and findings with potential adaptors of the model and other interested persons outside Rhode Island. (Volume 2 presents research and evaluation findings with primary focus on home-based adults who used the career counseling service. Volume 3 consists of appendixes.) (TA)

Descriptors: *Adult Programs/ Adults/ *Career Education/ *Community Programs/ Counseling Programs/ Counseling Services/ Counselors/ *Delivery Systems/ *Information Dissemination/ Information Networks/ Labor Force Nonparticipants/ Models/ Needs Assessment/ Occupational Guidance/ Occupational Information/ Outreach Programs/ Paraprofessional Personnel/ Program Descriptions/ Referral/ Resource Centers/ Telephone Communication Systems/ Vocational Counseling/ *Vocational Development

Identifiers: Rhode Island (Providence)

ED135795 SP010854

An Integrated Pre-Service/In-Service School-Based Teacher Education Model.

Heck, Shirley F.

Feb 77 35p.; Paper presented at the annual meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The preservice, inservice, field-based teacher education program of Ohio State University is designed as an integration of theory and practice involving preservice students with local children during all four years of their career preparation, under the close observation of university instructors. The inservice portion of the program was developed in part to counteract the uncritical identification of student teachers with their cooperating teachers' methodologies and in part to expose inservice teachers to new methods and theories. Techniques used for these purposes included freshman practical experience in supervision coupled with inservice teacher participation in field-based methods courses, summer institutes, workshops, tours, debates, etc. Evaluation of inservice teachers' performances in these programs are used to identify good teachers and enlist their services for cooperating teacher positions. The core of the program is a series of preservice professional growth experiences, divided into three phases: (1) a freshman year concentration, "Focusing on Self and Choice of Career," concerned with developing, through field experiences, an adequate picture of self and role, testing the role concept against reality, and modifying the concept to satisfy the student and benefit society; (2) a sophomore year program, "Exploring the School within the Context of Community," concerned with identifying the school microcosm and school-community relationships, educational psychology, and a possible future synthesis seminar; (3) methods course blocks in various curricular groupings (Introductory courses: Language Arts; Math, Social Sciences and Science; Fine Arts: Integrated Interdisciplinary Block; Student Teaching Experience) designed to allow students an opportunity to work at one school for a considerable portion of each school day over a significant period of time. (MB)

Descriptors: Career Awareness/ *Career Exploration/ Cooperating Teachers/ *Field Experience Programs/ Inservice Teacher Education/ Methods Courses/ *Preservice Education/ *Program Descriptions/ Role Perception/ School Community Relationship/ Self Concept/ Student Teaching/ *Teacher Education/ Teaching Methods/ Time Blocks

Identifiers: Ohio State University Mansfield Branch

ED134865 95 CG011032

Career Placement by Work Sampling for the Handicapped 1976. A Research Report.

Honsberger, Treva; Shelley, Mark

Simi Valley Unified School District, Simi, Calif.

76 148p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

This project's goal was the placement of diversely handicapped students at the secondary level in suitable vocational programs which would lead to eventual employment. The technique employed to discover the aptitudes of these special students was work sampling, which is a vocational evaluation procedure utilizing "hands on" experiences, interest and basic academic skills testing to assess the client's vocational potential. Two vocational technicians were responsible for the implementation of the project. Twenty hours of work sampling was administered, followed by parent, student and teacher conferences. An in-service component consisted of an initial orientation to parents, visitation of the facilities and a staffing session with teachers and evaluation staff. It was felt that the work sampling was effective in most cases in delineating students' aptitudes and, to a somewhat lesser extent, their interests. Follow-up, consisting of placement in classes, training programs and/or additional counseling, was difficult due to the time limitation. The project indicated a need for further work and research in this area, and was for the most part supported by students, parents and teachers. (Author)

Descriptors: Academic Aptitude/ *Evaluation Methods/ *Handicapped Students/ Interest Tests/ *Placement/ Program Descriptions/ Secondary Education/ *Student Placement/ *Vocational Aptitude/ *Vocational Development/ *Work Sample Tests

ED134864 CG011031

Nontraditional Career Development Programs for Women. A Career Exploration Project for Disadvantaged Youth.

Sarno, Marie R.

12 Apr 76 14p.; Paper presented at Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This paper is a discussion of a Career Exploration Project jointly undertaken by the Seal of Ohio Girl Scout Council and the Division of Continuing Education of Columbus Technical Institute during the Summer of 1975. The participants were economically disadvantaged young women between the ages of 11 and 17. The main objective was to increase participants' awareness of self, others, career options, and educational alternatives, as well as the factors that go into a career decision. A variety of resources and programming ideas were used, including exploration of career areas represented at Columbus Tech and exposure to actual work settings. An outline of the program content is given in the paper, as well as a discussion of some of its highlights, problems and outcomes. (Author)

Descriptors: Career Choice/ *Career Education/ *Decision Making/ Demonstration Projects/ *Disadvantaged Youth/ *Females / Program Descriptions/ Secondary Education/ Self Concept/ *Vocational Development

ED134843 08 CE010140

An Exemplary Career Education Program in the Great Falls Public Schools (K-14). Final Report.

Jackson, Frances

Great Falls Public Schools, Mont.

30 Jun 76 360p.; For a related document see CE 010 139

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.: CAN-2081600 Bureau No.: 502A850002A

Grant No.: OEG-381-75-0006

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Description, data, and conclusions are presented for a 3-year career education project in the Great Falls Public Schools (Montana) which focused on the systematic development of components which would be transportable and operationally effective. Major developmental emphases of the project are noted and include staff training, curriculum revision and guides, identification, acquisition and distribution of appropriate instructional resources, career information centers, a community resource center, and coordination of services to provide for various forms of work experience. Achievements of the project in each major goal area are summarized. Conclusions presented indicate that as a result of the project, career education has become a significant facet of public school programs in the school district and has had an important role in enhancing educational processes. Appendix A contains the 1975-76 evaluation design and the forms used. Appendix B contains an action inventory, and appendix C contains edited interim reports for 1973-74 and 1975-76. (TA)

Descriptors: *Career Awareness/ Career Choice/ *Career Education/ *Career Exploration/ Curriculum Development/ Educational Assessment/ Educational Objectives/ Elementary Secondary Education/ *Information Utilization/ Program Descriptions/ *Program Development/ Program Effectiveness/ Program Evaluation/ School Community Cooperation/ School Districts/ *Staff Improvement/ Statistical Analysis/ Tables (Data)/ Vocational Development/ Work Experience Programs

Identifiers: *Montana/ Montana (Great Falls)

ED134842 CE010139

Career Education. Community Resource Center.

Great Falls Public Schools, Mont.

76 37p.; For a related document see CE 010 140

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The Voluntary Action Center and the Retired Senior Volunteer Program, in cooperation with the Great Falls Public School District's Career Education Program, developed and put into operation a Community Resource Center. Objectives of the center during the organizational phase were (1) selection of a volunteer coordinator to direct the project, (2) a survey of teachers to determine the need for a community resource center, (3) compiling existing files of resource persons from such organizations as the YWCA, churches, service clubs, and others, (4) establishing a filing system and operating procedures, and (5) recruiting community resource persons to fill indicated needs for speakers. The specific objectives of the center are to help educators insure that each student is aware of the broad range of career options open to him/her in the world of work, to provide information to help the student make decisions concerning his further education and/or training, and to assist in the development of positive attitudes toward such career education concepts as personal and social significance of productive work, family life, avocational interests, citizenship, and economic responsibility. Topics discussed in this document include center personnel, inservice programs, facilities and funding, general procedures, and office procedures. Appendixes contain forms and materials used in the resource center. (TA)

Descriptors: Career Education/ *Community Resources/ Cooperative Programs/ Elementary Secondary Education/ Program Administration/ Program Descriptions/ *Resource Centers/ Resource Guides/ *School Community Cooperation/ School Districts/ *Vocational Development/ *Volunteers

Identifiers: Montana/ Montana (Great Falls)

ED134835 08 CE010105

A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University, and Central Kentucky Vocational Region. Volume I. Final Report.

Jenkins, John D.

Eastern Kentucky Univ., Richmond.

Nov 76 126p.; For a related document see CE 010 106 ; Some tables may reproduce poorly

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: F4-216VM

Grant No.: OEG-0-73-5316

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

The 3-year project was intended to provide for a systematic delivery of career development experiences within each of the three institutions involved--Fayette County Schools, Eastern Kentucky University, and the Central Kentucky Vocational Region--with central activity located in the Fayette County Schools. Major project themes centered on cooperative effort which would result in a comprehensive career development program for all students (K-14+). Project objectives focused on community involvement, career awareness, career exploration, career preparation, guidance and counseling, dissemination, and teacher education. During the first two years emphasis was directed at development of personnel (teachers, counselors, and principals) working at the four pilot schools. The second year was devoted to preparing coordinators to assume responsibility for the installation of career development in Fayette County. The third year was totally devoted to diffusion of career development activities to other schools, and preparation for continuation of project activities. This report provides a full description of the project and is divided into eight sections: Summary of Report; Problem; Goals and Objectives; Results and Accomplishments; Evaluation; Conclusion, Implications, and Recommendations; and Bibliography. (SH)

Descriptors: *Career Education/ Cooperative Planning/ Elementary Secondary Education/ Higher Education/ Inservice Teacher Education/ Post Secondary Education/ Program Administration/ Program Descriptions/ *Program Development/ Program Evaluation/ *School Community Relationship/ *Staff Improvement/ *Staff Role/ *Vocational Development/ Vocational Education

Identifiers: *Kentucky/ Kentucky (Fayette County)

ED134828 08 CE010069

An Urban Career Education Project in the Mississippi Delta. Final Report.

Mississippi State Board for Vocational Education, Jackson.

Jul 76 130p.; Illustrations may not reproduce clearly

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.: V361085

Grant No.: OEG-0-73-5275

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

The 3-year exemplary project whose overall objective was the establishment of comprehensive career-centered activities for grades 1 through 12, is described in this report. The introductory section presents a summary of the project which outlines goals and objectives and procedures (administrative structure, developing community support, awareness activities, exploration activities, preparation and guidance activities, postsecondary and adult activities, inservice training activities, and evaluation activities). The remaining six sections cover Problems, Goals and Objectives, Description of Project, Major Activities and Accomplishments, Third Party Evaluation, and (Project) Summary and Conclusions. The third party evaluation, which covers the majority of this report, contains data analysis on surveys conducted to gather opinions from teachers, students, parents, and businesspersons in the school district. Major conclusions presented in the evaluation are these: (1) Public relations efforts with business and industry were successful and parental and teacher involvement was more than adequate, (2) the career staff planned and organized appropriate career-related activities at all levels which resulted in higher scores concerning knowledge of careers for students participating in the career project (experimental groups) than for students not involved in a career project (control group), and (3) students in the experimental groups demonstrated a more positive attitude toward careers than did students in the control group. (TA)

Descriptors: Adult Education/ *Career Education/ *Career Exploration/ Comprehensive Programs/ *Curriculum Development/ Elementary Secondary Education/ Employer Attitudes/ Inservice Teacher Education/ Job Placement/ Occupational Guidance/ Parent Attitudes/ Program Descriptions/ Program Development/ Program Effectiveness/ Program Evaluation/ Public Relations/ *School Community Relationship/ *School Industry Relationship/ Teacher Attitudes/ Urban Schools/ *Vocational Development

Identifiers: Mississippi

ED134800 08 CE009907

A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils. Final Report.

Ehresman, Norman D.; Vincent, Roger D.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Aug 76 116p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH50098

Grant No.: G007500388

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Comprehensive work experience and vocational guidance activities were established at the middle school level and their effects on career maturity and attitudes toward school of ninth graders were tested. The project was conducted at the Bowling Green Junior High School (Kentucky) during the academic school year of 1975-76. (The school supports a comprehensive K-12 career education program; results of the study should not be generalized to school settings that do not offer a career oriented curriculum.) Experimental variables in the research design were the guidance oriented work experience component and the Life Career Development System (LCDS). The work experience component was conducted entirely on the Western Kentucky University campus. The LCDS was conducted in the junior high school utilizing joint university and public school teacher facilitation efforts. The Career Maturity Inventory (CMI) and the School Sentiment Index (SSI) were administered to all experimental and control subjects. Data was collected and reported from sponsors, students, parents, and teachers. Conclusions and recommendations were made based on empirical findings, programmatic results, and subjective observations. In general the study was viewed as a success, the major recommendation being that decisionmakers and curriculum specialists at State and local levels strongly consider implementation of career work experience programs for the junior/middle school as a major vehicle for sound curricular decisionmaking on the part of students. Appendixes comprise approximately one half of the document and include the teacher information sheet, parent information letter and permission slip, sponsor contracts, sponsor information sheet, School Sentiment Index, advisory committee abstract, agenda, and membership, third party evaluation/comprehensive guidance and work experience, and third party evaluation/LCDS. (TA)

Descriptors: *Career Exploration/ College School Cooperation / Comprehensive Programs/ Cooperative Education/ Educational Coordination/ Educational Research/ Experimental Programs/ Grade 9/ Junior High Schools/ *Junior High School Students/ *Occupational Guidance/ Program Descriptions/ Program Evaluation/ Student Attitudes/ *Vocational Development/ *Work Experience Programs

Identifiers: Career Maturity Index/ Kentucky (Bowling Green) / School Sentiment Index

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ED134796 08 CE009903

Career Development Needs of Women. Survey.

Economic and Social Opportunities, Inc., San Jose, Calif.

May 75 83p.

Sponsoring Agency: Metropolitan Adult Education Program, San Jose, Calif.; Office of Education (DHEW), Washington, D.C.; San Jose Unified School District, Calif.

Grant No.: OEG-0-74-1722

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

A survey was conducted to define the career development needs of women in five school districts which form the Metropolitan Adult Education Program (MAEP) area (San Jose, California). (The survey was a first step in a project to demonstrate the transferability of existing career development programs from other school areas to designated need populations within the MAEP area.) A random sample of 320 women were interviewed. Their responses comprised survey I. An additional 41 women were surveyed by telephone. These interviews comprised survey II. Questions asked in the survey attempted to assess the identification of women with occupational choice, recognition by women that any woman may need to work, preparation already made for work outside the home, and self-identified career development needs. Priority career development needs that were identified include the following: Women want and need to continue learning; women need to become more realistic about their future life situations; women need to learn how to make career related decisions; they need more career information and supportive services in order to continue their education; they desire a personalized atmosphere in continuing education courses; and some women (widely scattered) need citizenship classes. The report contains general findings of survey I and survey II including, conclusions, personal characteristics, career status, and preferences. Findings of survey I are also reported by district. An appendix contains the survey instrument, random walk instructions, a table on selected characteristics of sample census tracts, and census tract data. (TA)

Descriptors: *Adult Education/ Adults/ Career Choice/ Career Education/ *Educational Needs/ *Females/ Labor Force Nonparticipants/ *Needs Assessment/ Occupational Aspiration/ Program Development/ Self Concept/ Statistical Data/ Statistical Surveys/ Surveys/ *Vocational Development/ Working Women

Identifiers: *California (San Jose)

ED134703 CE009314

A Triangular Teaching Process: Using Mass Communication as a Media to Integrate Vocational and Academic Curricula through Cooperative Efforts of a Public High School, a Vocational School, and a Four Year College. Final Report.

List, Frank A.

Owensboro Public Schools, Ky.

Jun 76 19p.; For a related document see ED 115 949

Sponsoring Agency: Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Bureau No.: C048804409

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

In order to offer students guidance about the rapidly increasing field of communications, Apollo High School developed a cooperative radio and television communication program to be added to the English curriculum. The objectives of the project were (1) to utilize the expertise of the staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school course in radio-television communications, (2) to instruct students in the fundamentals of radio and television, from both technical and editorial viewpoints, and (3) to give students opportunities to explore mass communication careers--their strengths and weaknesses. Although some problems occurred involving use of local media services and school staff changes, the project resulted in a large number of students showing interest in a career in communications; enrollment in the English course also increased. This report includes a full description of the project methods and results, dissemination activities, inventory of equipment used, a curriculum guide, course outline, sample class log, and sample daily equipment schedule. (HD)

Descriptors: *Career Exploration/ Curriculum Development/ *Interinstitutional Cooperation/ *Mass Media/ *Program Development/ Radio/ Secondary Education/ Television/ Vocational Education

Identifiers: Kentucky

ED134699 CE009216

Career Exploration/Industrial Arts (Student Managed Learning). An Adopter's Guide Referenced in "Promising Practices in Oregon Education, 1975."

Fairbanks, Dwight W.

Albany Union High School District No. 8J, Oreg.

Jul 75 512p.; Best copy available

Sponsoring Agency: Oregon State Dept. of Education, Salem.

Available from: Albany Union High School-8J, 2310 South Elm, Albany, Oregon 97321 ($13.50)

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

The Career Exploration/Industrial Arts program guide is based on experiences at two Oregon junior high schools. The program is unique in two respects: the learning is student-managed and the facility is a general open shop in which students plan and develop projects in a variety of activity areas. Student management consists of a notebook kept by each student of his activities and progress, allowing student experience in setting and achieving goals and in accounting for expenses. This system also saves many hours of recordkeeping for the instructor and provides for periodic assessment of students' work. Student-managed learning is reinforced through self-instruction when feasible. The open shop facility accommodates wood, metals, and drafting areas plus a range of other activities. Each activity area is self-contained with all tools, supplies, and instructional materials for the area. The open facility also increases opportunities for career exploration. The first third of the volume includes information on establishing such a facility by remodeling, new construction, and furnishing and installation. The second third consists of a series of worksheets for planning special projects. Appendixes, the last third, contain plan sheets for 10 basic project areas and student management system forms. (MF)

Descriptors: Career Education/ *Career Exploration/ Facility Requirements/ Flexible Classrooms/ Independent Study/ *Industrial Arts/ Industrial Education/ Junior High Schools/ Middle Schools/ Program Development/ Program Guides/ *Program Planning/ Recordkeeping/ *School Shops/ Secondary Education/ *Self Directed Classrooms/ *Shop Curriculum/ Student Projects/ Student Records/ Student Responsibility/ Worksheets

Identifiers: Oregon

ED133652 CG010996

The Computerized Vocational Guidance System (VOCGUYD).

Cassel, Russell N.

75 8p.; For related documents, see CG 010 987 to 989

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The Computerized Vocational Guidance System (VOCGUYD) is designed primarily to relate the world of an individual to the world of work in a meaningful yet comprehensive manner. It is intended for use by individuals in their own life career planning, and is designed specifically to provide a scientific means for the reducing of career planning choices from the many to the few for more intensive study with an appropriately qualified Career Guidance Counselor. It serves as an effective vehicle to foster career maturity in individuals by providing both "information about" (through CAI auxiliary guidance programs) and "experience with" (through use of Search and Screening criteria) fundamentals that are deemed to be paramount and critical to real job success. (Author)

Descriptors: •Computer Oriented Programs/ •Educational Guidance/ •Information Systems/ •Occupational Guidance/ Personal Interests/ Program Descriptions/ Secondary Education/ Test Results/ Vocational Aptitude/ •Vocational Development

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ED133643# CG010987

The Computerized Educational Guidance System. VOCGUYD Manual.

Cassel, Russell N.

75 40p.; For related documents, see CG 010 987 to 989, and CG 010 996 ; System developed by Psychometric Affiliates, Munster, Indiana

Available from: Psychometric Affiliates, Box 3166, Munster, Indiana 46321

Document Not Available from EDRS.

The Computerized Vocational Guidance System (VOCGUYD) is designed primarily to foster career maturity and to assist individuals in their career planning. To foster career maturity a wide variety of search and screening criteria that are critical to job success are introduced, and which serve as the basis for career guidance purposes. The Career Success Index (CSI) provided by the computer, and which is arrived at through computer interrogation is the most important aspect of VOCGUYD. The CSI reveals the degree of agreement between one's interests, special aptitudes, work values, and school success in comparison to requirements attributed to success for a specific job area. Hopefully, a participant should identify from three to five job career areas with a CSI of Average or better, and for which more concentrated study would be made under the supervision of a Guidance Counselor. If the CSI is high it means the individual possesses the necessary conditions for job success. (Author)

Descriptors: •Career Planning/ •Computer Oriented Programs/ •Educational Guidance/ Guides/ •Information Systems/ Manuals/ Occupational Guidance/ Personal Interests/ Program Descriptions/ Secondary Education/ •Test Results/ •Vocational Development

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ED133600 08 CE009716

Career Education for Persons in Rural Areas--Primary Focus on Adults 16 and Over. Final Report.

Paulsen, Russell

North Central Technical Inst., Wausau, Wis.

Aug 76 518p.; Several pages may not reproduce well due to faint, broken type. For related documents see ED 115 963-964 and CE 008 029

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: VT-103-550 Bureau No.: 502A550013

Grant No.: OEG-0-73-5292

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Based on stated 3-year (1973-1976) project goals, career education activities were provided to the identified adult population (unemployed, underemployed, mid-career, high school dropouts, parents, and women) in rural areas of the North Central Vocational, Technical, and Adult Education District of Wisconsin. Project activities included classes, group sessions, counseling, career materials displays, tours, testing, and informational meetings. In addition, a materials resource center was developed, an inservice program was conducted, and dissemination and public relations activities were carried out. A third party evaluation was made of a selected school population in grades 3, 6, 9, and 12 and a variety of assessment instruments and survey forms were administered to the different participant groups. Some concluding results were these: Many project activities were found helpful; inservice programs assisted schools to expand career education; group meetings, workshops, and credit classes were the most successful inservice methods; and the last year brought some success in reaching disadvantaged groups. A major portion of the report (402 pages) consists of appended material, including public relations and dissemination records and samples, samples of inservice programs, sample adult career education programs, lists of career education materials, evaluation instruments, and the third party report. (NJ)

Descriptors: •Adult Education/ •Career Education/ Developmental Programs/ Inservice Teacher Education/ Instructional Materials/ Program Descriptions/ •Program Development/ Program Evaluation/ Questionnaires/ •Rural Areas/ Summative Evaluation/ •Vocational Development/ Workshops

Identifiers: Wisconsin

ED133595 08 CE009702
Academic and World of Work Gap-Bridging Through Career Education. Final Report.
DeSpain, Tom; And Others
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
30 Jul 76 162p.; For related document see ED 126 298
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: VT-103-514 Bureau No.: 502-V65-0016
Grant No.: OEG-0-73-5321
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

The report details the goals and objectives, activities, accomplishments, and results of a 3-year effort to establish a school-based career education program for students in grades 5-12 of the Oklahoma City Public School District. Major results include: (1) involvement of all fifth grade students, their teachers, and professional staff with career awareness through the use of field trips, resource speakers, and television programs; (2) expansion of exploration programs to a total of 40, serving 7,000 students; (3) expansion of new vocational/prevocational programs to serve 850 students; and (4) placement or referral of over 555 dropouts or potential dropouts into jobs, training programs, back in school, or to other agencies. A third party evaluation report by a team from Central State University (Edmond, Oklahoma) is included in the document. (Evaluation procedures included onsite visits, interviews with students, staff, and resource personnel, and analysis of records.) Based on evaluation findings, conclusions are reported for each of the 79 specific project objectives. It is recommended that the Oklahoma City school administration provide personnel for continued coordination of the career education programs. Appendixes include the survey instruments and various project forms. (RG)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ *Curriculum Development/ Developmental Programs/ Dropouts/ Elementary Secondary Education/ Fused Curriculum/ Placement/ Potential Dropouts/ Prevocational Education/ Program Evaluation/ School Community Relationship/ Skill Development/ Staff Role/ *Student Development/ Urban Schools/ *Vocational Development/ Vocational Education

Identifiers: Oklahoma/ Oklahoma (Oklahoma City)

ED133590 CE009694
Evaluation of the State Fair Community College Career Education Project: 1975-76 School Year.
Navara, James L.
Development Associates, Inc., Washington, D.C.
Jun 76 31p.
Sponsoring Agency: State Fair Community Coll., Sedalia, Mo.
Report No.: VT-103-551
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Third-year activities of a career education project in a three-county, non-urban area of Missouri are evaluated. The report describes the use of the Career Maturity Inventory (administered to a random sample of ninth and twelfth grade participants) and the Self-Observation Scale (administered to a sample of sixth grade participants and nonparticipants) to assess the student level impacts of the project. Findings are presented as student outcome data, placement and followup data, and project expenditure data. Twelfth grade students significantly increased their scores from pretest to posttest on the CMI measure of career planning. Ninth grade participants showed a significant gain in the area of career-related self-appraisal. No evidence of impact was found at the sixth grade level. Followup survey data indicated some success for the project objective of articulating secondary education with postsecondary education and employment. (NJ)

Descriptors: *Career Education/ Career Planning/ College High School Cooperation/ Elementary Secondary Education/ *Program Effectiveness/ Program Evaluation/ *Student Development/ *Vocational Development

Identifiers: Missouri

ED133584 08 CE009685
A Continuum Model for Career Development Education K-14. Final Report.
Davis County School District, Farmington, Utah.
Sep 76 171p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: VT-103-563 Bureau No.: 502A850004
Grant No.: OEG-381-75-0007
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

The internally developed career education program presented was implemented into the existing curriculum over a 3-year period at all grade levels in the Davis County school system (Utah), and included hands-on experience, on-the-job training, career information centers, and guidance and counseling activities. The report briefly describes the inservice training, elementary, junior and senior high school classroom activity, and other project components. Presented in narrative and tabular form are student evaluation data collected from pretests and posttests regarding self-awareness, decisionmaking, knowledge of occupations and the relationship of occupation and functions, appreciation for work, and economic concepts. Also reported are teacher evaluation data on teacher involvement and teacher assessment of the career education program and the results of a parent career education attitude survey. It was concluded that the project had some impact on the participating students and teachers which varied with schools and classrooms depending on the attitude of the administrator and teacher. It was also found that some teachers lacked a precise idea of career education and exhibited no desire to learn more due to a preconceived notion of its inapplicability to their teaching area. The project-developed questionnaires are appended to the report. (NJ)

Descriptors: Career Awareness/ *Career Education/ Career Exploration/ Data Analysis/ Educational Research/ Elementary Secondary Education/ Post Secondary Education/ Program Descriptions/ *Program Development/ Program Evaluation/ *Student Development/ Teacher Attitudes/ *Vocational Development

Identifiers: Utah/ Utah (Davis County)

ED133579 08 CE009673
Career Education in Burlington. Student Plans and Career Clusters (SPACC). Interim Report.
DiLego, Pasquale
Burlington School District, Vt.
Aug 76 177p.; Best copy available
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: VT-103-583 Bureau No.: 502A1-60003D
Grant No.: OEG-310-75-0011
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Covering the Burlington school district's career education project for its first year from July 1975 through June 1976, the report describes a secondary program career education program emphasizing a combination of career clusters with student development plans. A sample population of 300 students from grades 7, 9, and 11 kept career folders and studied components of the career development model. An intensive inservice workshop program for teachers produced marked changes in practices and attitudes. Four project areas considered successful were the inservice workshop programs, the career development guidance model (student plans), counseling development, and acquisition of instructional materials to support career education concepts in the classroom. The third-party annual evaluation report gives tabulated results of pre- and posttesting of teachers, a sampling of student responses on values development, teacher evaluations of five inservice workshops, and recommendations for the next two years of the project. Principal recommendations were to further involve all secondary teachers and guidance counselors, to connect academic classes and teachers with the area vocational center, and to involve the local community. Appendixes contain a variety of project materials. (MF)

Descriptors: *Career Education/ *Career Planning/ Classroom Materials/ Curriculum Development/ Demonstration Projects/ Guidance Counseling/ Inservice Teacher Education/ Occupational Clusters/ Occupational Guidance/ Program Descriptions/ Program Evaluation/ Secondary Education/ Student Development/ *Teacher Workshops/ *Vocational Development

Identifiers: Vermont/ Vermont (Burlington)

ED133565 08 CE009638
An Exemplary Career Education Project for Southeast Arkansas. Final Report.
Robinson, Fred T., III
Monticello School District 18, Ark.
30 Jul 76 119p.; For a related document see ED 118 928
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: VT-103-496 Bureau No.: 502-V65-0019
Grant No.: OEG-0-73-5307
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This final report of a 3-year project to introduce career education concepts into the schools of rural southeast Arkansas includes background information, descriptions of program variables, the third-party evaluation, and a followup study in vocational guidance. The report notes that program activities in grades K-7 focused on increasing students' career awareness, in grades 8-9 on career orientation and exploration, and in grades 10-12 on job preparation training, counseling, and referral. The evaluation report found that elementary students significantly increased their awareness of work and self, but little increase in these values was measured for the secondary students. It was recommended that the career education activities be continued and developed further, with special emphasis at the secondary level. Evaluation design summary charts are appended along with a followup study of 1974 and 1975 seniors for possible use in evaluation and revision of the educational programs. (MF)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Demonstration Projects/ Elementary Secondary Education/ Occupational Guidance/ *Program Development/ Program Evaluation/ *Rural Schools
Identifiers: Arkansas

ED133478 08 CE009258
Humacao School District Research and Development Project in Career Education. Final Report.
Cruz, Ramon A.
Puerto Rico State Dept. of Education, Hato Rey.
Jun 75 123p.
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No.: V261050L
Grant No.: OEG-0-72-4349
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

This project was developed from an overall need in Humacao, Puerto Rico, for an occupation information program at all levels of the educational system to provide more knowledge about the new employment opportunities resulting from Humacao's changing labor market. Since prior to project implementation, schools were characterized by no activities related to career awareness experiences, very limited guidance and counseling services and placement services (for junior and senior high levels), and no formal teaching-learning program about the world of work, specific project goals were to (1) develop and implement a program at the elementary school level designed to increase awareness of students in terms of the broad range of options open to them in the world of work, (2) improve the guidance and counseling services to all grade levels, (3) improve career orientation and exploratory experiences at the junior high level, and (4) establish a placement service to insure the placement of all exiting students in either a job, a postsecondary occupational program, or a baccalaureate program. Emphasis was also placed on inservice training for teachers, counselors, and directors from the 11 participant schools. The project was reported successful in reaching objectives. There was an increased awareness of the importance of career education, and improved guidance and counseling services at all levels. The document contains a summary of the report, body of the report, and third party evaluations. Tables list schools served by zone, level, and enrollment during the years of the projects. Appendixes (65 pages) outline activities carried out at the elementary, junior, and senior high school levels and at the supervisory level. (TA)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Elementary Secondary Education/ Guidance Programs / Inservice Teacher Education/ Job Placement/ *Occupational Guidance/ *Program Development/ Student Placement/ *Vocational Development
Identifiers: *Puerto Rico (Humacao)

ED131325 08 CE009015
Coordinated Effort for Career Education. Final Report.
Grayson County Coll., Sherman/Denison, Tex.
1 Jul 76 204p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 502V650017
Grant No.: OEG-0-73-5309
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Described in the report are the activities and accomplishments of a 3-year K-14 career education project serving over 21,000 students in 12 independent school districts, one parochial school, and a junior college. The project was composed of six components: Planning and implementation, occupational awareness (K-6), occupational investigation (grade 8), career exploration (grades 9-10), intensive group guidance for high school students, and placement and followup. For each of the components, a description of the program, goals and objectives, strengths and weaknesses, and future recommendations are presented. The third party evaluation by Educational Evaluations and Related Services is included in the document. An analysis of each component's accomplishments in terms of the stated objectives provides a measure of the success of the component. Ratings of staff and student achievements by project staff, counselors, school administrators, and other involved personnel are presented. Although the project was discontinued after the third year, superintendents have made applications for regular units to continue the exploration and investigation activities. Project forms and correspondence are appended. (RG)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ County Programs/ Elementary Secondary Education/ Junior Colleges/ *Occupational Guidance/ *Program Descriptions / *Program Evaluation
Identifiers: Texas

ED130071 CE008393
On the Way to Work: A Report on Career Exploration in Boston Middle Schools.
Tobin, Robert I.; And Others
American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.
76 149p.
Sponsoring Agency: Boston Public Schools, Mass.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Information is provided in this report on existing career-related resources in Boston, and on what can be done to further the implementation of career exploration programs. Section 1 provides the historical and policy context for the information, analyses and recommendations. Section 2 describes national developments and strategies for implementation of career education. Section 3 details Boston's system-wide findings and recommendations related to career education. Section 4 enumerates several alternative designs for implementation of middle school career exploration programs and describes the current plan for implementing career exploration. Section 5 (80 pages) contains information on the existing resources of the Boston middle schools and recommendations for the improvement of the programs at each school. (TA)

Descriptors: *Career Education/ *Career Exploration/ Comprehensive Programs/ Curriculum Planning/ Home Economics/ Industrial Arts/ *Middle Schools/ Program Administration/ Program Descriptions/ Program Design/ *Program Development/ Program Effectiveness/ *Program Evaluation/ Program Planning/ Vocational Education
Identifiers: *Massachusetts (Boston)

ED130003 08 CE008075
Research and Development Project in Career Education. Cities of Yonkers and Syracuse, New York. Final Report. Volume I of II.
New York State Education Dept., Albany.
11 Aug 75 72p.; Not available in hard copy due to marginal legibility of original document. For a related document see CE 008 076
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.: VT-103-152 Bureau No.: V361008L
Grant No.: OEG-0-73-2982
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

In this report, descriptions are given of two career education projects in Syracuse and Yonkers, which are designed to serve as models for their respective areas, are transportable to other districts, and emphasize guidance, counseling, and developmental activities at the elementary level. Syracuse's Life Centered Curriculum program is presented as one in which all educational experiences, curriculum, instruction, and counseling are geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work. Activities in the Yonkers program are designed to: (1) Demonstrate the most effective methods and techniques in career education to meet the total student population needs, (2) demonstrate the most effective methods and techniques for retraining teachers, counselors, and administrators to infuse a total career education program, and (3) communicate career education philosophy and methods to career education practitioners. The report is divided into two sections--Summary of the Report and Body of the Report. Both sections give (in brief and extensive form, respectively) the following information for both projects: (1) Goals and objectives, (2) description of the general project design and procedures, (3) results and accomplishments, (4) evaluation, and (5) conclusions, implications, and recommendations for the future. A bibliography is appended. (SH)

Descriptors: *Career Awareness/ *Career Education/ *Curriculum Development/ Demography/ Demonstration Projects/ Elementary Education/ Fused Curriculum/ *Inservice Education/ Needs Assessment/ Pilot Projects/ Program Administration/ Program Descriptions/ *Program Development/ Program Planning/ School Personnel

Identifiers: New York (Syracuse)/ New York (Yonkers)

ED129676 SO009450
Project Business: Businessmen United with Schools in New Economics for Social Studies. Handbook.
Meridian Municipal Separate School District, Miss.
76 38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

A high-school-level field experience program in economic education in Meridian, Mississippi, is described. The program provided exposure to various careers as well as experience with economic processes. Each student spent several weeks in a variety of business, industrial, and manufacturing organizations. Students learned the background of each organization, personnel policies, operating areas, and payroll and accounting procedures. Every two weeks students met in classroom seminars for follow-up activities, reinforcing principles and concepts they had learned on the job. Students who participated received one-half unit of credit toward graduation. In a pilot phase, one group of students, which did not receive supplementary classroom instruction, performed significantly lower on the Test of Economic Understanding than did the students with supplementary instruction. In the Handbook, the Sponsors Section describes the program, basic economic concepts emphasized in the seminars, and a schedule of seminars. The Student Section explains the program and students' responsibilities and gives a sample of the evaluation form to be filled out by sponsors for each student. (AV)

Descriptors: *Career Awareness/ *Economic Education/ Educational Programs/ *Field Experience Programs/ Learning Experience/ Organizations (Groups)/ *Program Descriptions/ *School Community Programs/ Secondary Education/ Statistical Analysis

ED128614 CE007906

Exploratory Education: A Career Model.

Johnson, Olin Chester

11p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The Urban Career Education Center (UCEC) is an alternative experimental high school for students classified as potential dropouts. It began operating in 1972 founded on the premise that the real goal of a worthwhile education should be the preparation of students for a productive and satisfying life in their chosen careers. The UCEC model includes close interaction with and utilization of educational, industrial, business, and other community resources to insure that students gain the proper tools for acquiring marketable career skills. The program is divided into three phases. The major thrust of Phase 1 is orienting students to UCEC, diagnosing student strengths and potential problems in academic and personal areas, and exposing students to a variety of career information. Phase 2 includes basic classroom instructional activities and career exploratory ("hands-on") field experiences. Phase 3 deals primarily with advanced or specialized experiences for students in their career interests. From an analysis of student records it was concluded that while most of these students were low achievers at their former schools, they showed a high level of academic and personal growth at UCEC. (TA)

Descriptors: *Alternative Schools/ *Career Education/ *Career Exploration/ Educational Alternatives/ Educationally Disadvantaged/ Educational Objectives/ *Experimental Schools/ Federal Programs/ *Potential Dropouts/ *Program Descriptions/ Public Schools/ School Community Programs/ School Industry Relationship/ Secondary Education/ Student Adjustment/ Student Problems/ Underachievers/ Urban Education/ Vocational Development

Identifiers: Pennsylvania (Philadelphia)/ UCEC/ Urban Career Education Center

ED126391 CG010680

Career Guidance: An Implementation Model for Small High Schools. A Maxi I Practicum.

Stevens, Richard; And Others

Jan 76 170p.; Ed.D. Dissertation, Nova University

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

The purpose of this practicum was to design, develop, and implement a career guidance program for small high schools. The program description would act as a model for implementation at other high schools desiring a career guidance program. The method of communicating the program to others was the writing of a "how to" book which others would use as a guide. The practicum resulted in the development and implementation of a career guidance program at Del Paso High School, Walnut Valley Unified School District, Walnut California. The process of implementation was evaluated at each step with good results. The process is to be described in a "how to" book which is in the process and, hopefully, will be published. (Author)

Descriptors: Career Choice/ *Career Education/ Guides/ High Schools/ Models/ *Occupational Guidance/ Practicums/ *Program Development/ Secondary Education/ *Small Schools/ *Vocational Development

ED126319 95 CE007452

Language Experience Based Awareness Plus Hands On Exploration Plus Competency Based Preparation = A School Based Total Career Education Model. Interim Report (July 1, 1975-June 30, 1975).

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

Sep 75 247p.; Not available in hard copy due to marginal reproducibility

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: VT-102-300 Bureau No.: V361012

Grant No.: OEG-0-73-5272

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The report covers the second year of a three-year project to develop a career education continuum for grades K-14 in participating Pennsylvania school districts. Emphasis was on dissemination procedures to schools for the major project components: curriculum infusion for grades 1-8, Singer Carrels exploratory component for grades 6-8, career experience component for grade 9, and other project activities (postsecondary, community, and army reserve militia program). Described in the report are the process and product objectives and project design. For each of the components, major accomplishments, conclusions, discussion, and recommendations are delineated. A 27-page third party evaluation report by Educational Research and Development Associates is included. The evaluation design utilized student testing, survey questionnaires, and observation. It was concluded that the project has been very successful but staff size and financial limitations do not support a large scale effort. It was recommended that resources should be concentrated at particular grade levels or in one target school. Appendixes comprise 162 pages and include materials and information on curriculum infusion, the Singer Carrel program, materials relating to the career experience program, and report of the career militia project. (RG)

Descriptors: *Career Awareness/ *Career Education/ *Career Exploration/ Comprehensive Programs/ Demonstration Programs/ Elementary Secondary Education/ Integrated Curriculum/ Post Secondary Education/ *Program Development/ *Program Evaluation / Vocational Development

ED126280 CE007300
Career Education Handbook for Implementation: Program Development: Exploration Guide.
Michigan State Career Education Advisory Commission, Lansing.
34p.; For related documents, see CE 007 301 and ED 121 981
Sponsoring Agency: Michigan State Dept. of Education, Lansing.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

The handbook is designed to be an introduction to a larger collection of materials on career education which are available through the Michigan Department of Education. It is a do-it-yourself suggestion book for districts who have not yet developed their plans for career education, as well as for those that are already immersed in initial planning or experimental implementation. Part A is an introduction to career exploration providing a discussion of its definition, major concepts, and expected outcomes. Part B presents a model exploration program which reflects what is felt to be the furthest advances in the state of the art. It describes various stages of the model: preliminary stage (role awareness), experience stage (role identification and exploration), and the planning stage (role participation-career planning). Part C, implementing career exploration programs, discusses some of the aspects of exploration programs that are essential to their success: (1) prerequisites, (2) curriculum planning (internal and external curriculum and support systems), (3) coordination needs, (4) teacher and counselor responsibilities, and (5) special counseling responsibilities for administrators and community persons. (Author/BP)

Descriptors: Career Awareness/ Career Education/ *Career Exploration/ Curriculum Development/ Educational Needs/ Educational Planning/ Elementary Secondary Education/ Guidelines/ Guides/ *Models/ Program Design/ *Program Development/ *Program Guides/ Program Planning/ School Community Relationship

ED124844 CG010632
Career Awareness Mini-Seminars: A Guide.
Hackney, Larry H.; Williams, Calvin E.
75 23p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

The career awareness miniseminars are designed to assist community college students in gaining awareness of various careers and occupations associated with the courses they are taking. These seminars are essentially group career guidance sessions conducted cooperatively by counselors and instructors. They are conducted in a classroom setting and are an integral part of the course offering. The seminars are designed as a means of providing career information services to students at their convenience rather than requiring them to seek out the information. This is especially important in educational settings where students basically spend time on campus only during their class hours--such is the case with commuting students. This publication is intended as a guide to developing and conducting career awareness miniseminars. The emphasis is on the community college, but the concept can be used in secondary schools and four-year colleges, or in any setting where clients are in need of career awareness services. (Author)

Descriptors: *Career Awareness/ Career Planning/ *Course Content/ *Group Guidance/ Guides/ Junior Colleges/ *Junior College Students/ Needs Assessment/ *Occupational Guidance/ Occupational Information/ *Program Development/ Seminars

ED124794 95 CE007429
Research and Development Project in Career Education. Final Report.
Russellville Public Schools, Ark.
31 Jul 75 61p.; For related document, see CE 007 428; Bulletin board and classroom activities in the elementary grades will not reproduce well in microfiche due to faded type
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: VT-102-955 Bureau No.: V361037L
Grant No.: OEG-0-73-2971
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Described in the report are the background, objectives, activities, and accomplishments of a two-year career education project. Program objectives for each year are outlined in terms of overall objectives, and objectives of the elementary, career education, guidance and counseling, and placement components. Major activities of the year included establishment of a career exploration laboratory containing individual study carrels at the high school and development of a "shadowing" program, in which a student spent a working day with a person employed in his or her career interest area. Accomplishments are reported in five main areas of concern: (1) establishment of a close working relationship with the community, (2) inservice activities that emphasized the role of the teacher, (3) provision for continuation of the program after Federal and State funding ceases, (4) stressing more activities in the affective and psychomotor variables, and (5) initiation of placement and followup activities as a continuing process. Appendixes (35 pages) include: a bibliography, forms, examples of career awareness and career exploration classroom activities, and pages from a staff-prepared guide to community occupational information. Based upon observation and personal interviews, the guide provides employment data for each industry and a job profile for each position. (RG)

Descriptors: Career Awareness/ *Career Education/ Career Exploration/ *Developmental Programs/ *Elementary Secondary Education/ *Program Descriptions/ Public School Systems/ *Vocational Development
Identifiers: Arkansas (Russellville)

ED124743 95 CE007359
A Career Education Project on the Mississippi Gulf Coast. Final Report.
McMinn, James H.
Mississippi State Board for Vocational Education, Jackson.
Jul 75 138p.; Pages 54-73 and 122-134, containing xeroxed copies of newspaper photographs and articles about the project, were removed from the document and are not included in the pagination
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.: VT-120-867

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

The report contains a summary of the project activities and the third party evaluations for the academic years 1973-74 and 1974-75. Discussed in the summary are the objectives and accomplishments of the past year for elementary, junior high, and senior high school levels. The areas of dissemination, data collection, staff utilization, and staff development are emphasized. Each evaluation report contains: a detailed description of the geographic, economic, and social factors of the school district; program objectives and implementation for that year; the evaluation analysis; recommendations; and summary. The overall goal of the project was to provide students with sufficient occupational awareness and exploratory experiences to make sound career decisions. The program was implemented to accomplish 10 objectives in attaining this goal, and the evaluation team assessed results for each of these objectives. Evaluation procedures included data collection; analysis of records, reports, and program activities; analysis of input from staff, parents, students, and consultants; and student test results. It was concluded that the goal and objectives of the career project had been adequately met. Test scores are included in the evaluation reports. (RG)

Descriptors: *Career Awareness/ *Career Education/ Curriculum Evaluation/ Demonstration Programs/ *Elementary Secondary Education/ Integrated Curriculum/ *Program Development/ *Program Evaluation/ School Community Cooperation / Summative Evaluation
Identifiers: Mississippi

ED121991 95 CE006749

The Utilization of National, Social, and Human Community Resources in the Process of Student Career Awareness Development.

Peters, Richard Oakes; Fisher, L. Timothy

New Hampshire Supervisory Union 58, Groveton.

Apr 76 67p.; Paper presented to the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

New Hampshire Supervisory School Union 58 is the site of an experimental schools project, and the career education program developed in the rural area is discussed. Three towns and four schools constitute the Union, and include Northumberland, Stark, and Stratford. Based on a community needs assessment, the National Institute of Education funded project has utilized human and natural resources to foster positive attitudes toward learning and to develop community resource facilities as learning centers. A comprehensive (K-12) career education program utilizing field trips, lesson cards, guest speakers, minicourses, and worksite placement has been developed by staff members, based on career awareness testing and item analysis data. Item analysis has indicated specific occupational areas where efforts can be concentrated to raise career awareness levels in students. Appended material takes up over half the document and includes a variety of program related materials: needs assessment forms; resource guide, with sample lesson plan; area seminar listing; worksite objectives; inservice training strategies; sample awareness lesson; career awareness and maturity inventory; tables with statistical and intervening activities data; and cost analysis. (Author/LH)

Descriptors: *Career Awareness/ Career Education/ *Community Resources/ Cost Effectiveness/ *Curriculum Development/ Elementary Secondary Education/ Human Resources/ Learning Activities/ *Program Development/ Program Evaluation/ Rural Education/ *Rural Schools/ Teacher Developed Materials

Identifiers: *New Hampshire/ New Hampshire Supervisory School Union 58

ED121932 95 CE005516

Project CAREER/Handicapped. Final Report.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Sep 74 35p.; For interim report, see ED 070 824; Appendix A, Third Party Evaluator's Report, is not included in the document

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: V261011

Grant No.: OEG-0-72-5170

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

The final report covers the three phases of Project CAREER/Handicapped, the purpose of which was to design a system of coding behavioral objectives which would document the skills that could be attained by special needs students. Project objectives and procedures are discussed. The major results and accomplishments of the project include the following: (1) coding of 19,325 behavioral objectives, (2) utilization of three special needs consultants for every special needs area, (3) development of a battery of instruments which were utilized to evaluate the gains of the students, (4) establishment of several publications which documented project activities, (5) conducting a major conference on the application of the data bank for special needs students, (6) Presenting the purpose and programmatic functions of the project to major educational conferences, (7) conducting several inservice training sessions with the special needs consultants, (8) establishment of inservice training systems and a preservice graduate level course, (9) completion of a document which describes the rationale for coding, and (10) tentative analyses of the social needs coding with reference to the project data bank. An analysis of the pre-and post-data pertaining to the special needs students of three pilot programs is appended. (Author/EC)

Descriptors: Achievement/ *Career Education/ Developmental Programs/ Educational Objectives/ Elementary Secondary Education/ *Handicapped Students/ Program Content/ *Program Descriptions/ *Skill Development/ *Vocational Development

Identifiers: *Project CAREER

ED119065 CG010371

Report on Occupational Exploratory Training Project. December 1974-March 1975.

McQuaid, J. M.

Prince Edward Island Dept. of Education, Charlottetown.

Mar 75 49p.; Best copy available; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Department of Manpower and Immigration, Ottawa (Ontario).

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This is a report on a pilot project in occupational exploratory training sponsored by Canada Manpower. The project is an attempt to cope with the problems of Manpower clients who are undecided about an occupational goal, and to help prevent the placement of clients in programs unsuited to them. This report provides a background to the project, describes the program content and methodology, and concludes with a summary of recommendations. (SJL)

Descriptors: Adults/ *Demonstration Programs/ Manpower Development/ *Occupational Guidance/ *Program Descriptions/ Program Evaluation/ *Vocational Counseling/ *Vocational Development/ Young Adults

Identifiers: Canada/ *Prince Edward Island

ED118949 CE006519
A Guideline for Career Awareness Programs for the Elementary Schools: Part 3, What About Vocational Education? Revised.
Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Coordinating Council for Occupational Education, Olympia.
73 65p.; Photographs will not reproduce in microfiche; For related documents, see ED 110 677-680
EDRS Price MF-$0.83 HC-$3.50 Plus Postage

The guide was designed to assist those involved in developing a career awareness program for the elementary grades (kindergarten through six). It presents basic elements of program planning and suggested approaches or activities. Selection of activities is discussed in a section of the guide which describes general types of activities for lower, middle, and upper elementary grades grouped into three classifications: self-perception, integration of occupational information into the curriculum, and integration of occupational information into cocurricular activities. Three major program goals are identified: exploration and assessment of personal attitudes and interests, examination of work roles and occupational possibilities, and development of understandings of basic skills related to effective employment. These goals are listed with concepts which are followed by objectives for each grade level. Based on these goals and concepts, suggested learning activities are presented by grade level according to a format which includes: the goal, general concept, objectives, suggested subject area, the activity, learner expectations, and notes to the teacher. Appended is a five-page resource list of books and audiovisual aids which includes grade level, program goal, and curriculum area designations for each item. (Author/MS)

Descriptors: Activity Learning/ Behavioral Objectives/ *Career Awareness/ Career Education/ Curriculum Development/ Educational Objectives/ *Elementary Education/ Guidelines/ Learning Activities/ *Program Development/ Program Guides/ *Program Planning/ Resource Guides/ Self Concept

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ED118934 CE006499
Continuing Project in Career Awareness: Grades K Through Six for Union County: Annual Report.
Union County Intermediate Education District, La Grande, Oreg.
30 Jun 74 38p.; Some parts of text may not reproduce clearly due to marginal print quality
Sponsoring Agency: Oregon State Dept. of Education, Salem.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage

The project was designed to familiarize students, teachers, administrators, parents, board members, and others with the concept of career awareness through personal involvement. Emphasis was placed on the various aspects of assessment, planning, implementation, and continuation of the Awareness Program within the existing curriculum in each school of Union County Intermediate Education District (IED). The project involved 2,300 students in grades one through six, 88 teachers, and 30 to 50 school personnel. The accomplishments of the project include inservice programs for staff development, instructional programs, and materials and curriculum development. Assessment and evaluation materials are appended and make up a major part of the document. Appendix A presents the results of the Spring, 1974 career awareness survey based on a questionnaire given to teachers. Appendix B presents separately the results of a career awareness assessment survey given to teachers and students in Grades 1-2, 3-4, and 5-6. The survey, conducted in October, 1972, was designed to determine the career awareness needs of teachers and students. Two third party evaluations of the project are presented in appendix C and D, with generally favorable observations. (Author/EC)

Descriptors: *Career Awareness/ Career Education/ County Programs/ *County School Systems/ Educational Assessment/ Educational Objectives/ Educational Programs/ *Elementary Education/ Program Attitudes/ *Program Descriptions/ *Program Evaluation/ Questionnaires/ School Surveys/ Student Attitudes/ Teacher Attitudes
Identifiers: Oregon (Union County)

ED118812 88 CE006345
Educating for Career Development.
Tennyson, W. Wesley; And Others
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
75 171p.
Sponsoring Agency: Bureau of School Systems (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage

Basic career needs, management tasks, objectives, human development rationale, and implementation strategies for a career development education program are discussed in terms of the Minnesota Career Development Curriculum (CDC) project. Oriented toward teachers and counselors, the document contains six chapters: (1) The Challenge, presenting an overview of career oriented education in terms of the interrelationships between school, society, the labor market, the future, and students; (2) In Touch with Reality, discussing socioeconomic and cultural values and career expectations held by the general population and their implications for counselors; (3) Forecast of the Future, viewing future technological and economic changes in terms of present labor market conditions, occupational patterns, and educational requirements; (4) A Conceptual System for Career Development Education, elaborating on a conceptual structure for the definition and development of career development education; (5) A Process Curriculum for Career Management, presenting the CDC as a process model focusing on a sequence of personal competencies (career management tasks) to be mastered in four steps of the student's development; (6) Strategies and Resources for Implementation, discussing delivery systems and resources. Career management tasks (K-12 and post high school), instructional objectives (K-12), and an annotated resource and reference list are appended. (LH)

Descriptors: *Career Education/ Counselor Role/ Curriculum Development/ Educational Objectives/ Educational Planning/ *Educational Research/ *Educational Strategies/ Futures (of Society)/ Individual Development/ Program Descriptions/ *Program Development/ Relevance (Education)/ Resource Guides/ Teacher Role/ *Vocational Development
Identifiers: Minnesota

ED117350# CE005971
Coordination in Cooperative Vocational Education.
Meyer, Warren G.; And Others
75 331p.
Available from: Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($12.95)
Document Not Available from EDRS

Purposes, goals, procedures, and practices of past and present cooperative vocational education programs are discussed. A broad spectrum of areas is covered in the 11 chapters, which are also designed to stand on their own: (1) Purposes of Cooperative Vocational Education; (2) Roles of a Teacher-Coordinator; (3) Tasks of a Teacher-Coordinator; (4) Facilitating Career Development; (5) Teaching Work Adjustment Competencies; (6) Recruiting and Guiding Student-Trainees; (7) Placing Student-Trainees; (8) Developing the Occupational Experience Laboratory; (9) Organizing and Articulating Instruction; (10) Following Up Student-Trainees at Work; and, (11) Evaluating the Program. References, additional references, and suggested activities conclude each chapter. Appended materials contain additional information and include: Vocational Education Amendments of 1968, presenting a comparative analysis of cooperative education and work study programs; Teaching Career Analysis figure; Performance Requirements for Teacher-Coordinators, listing 82 clusters; and application form to employ a student-learner. (LH)

Descriptors: *Cooperative Education/ *Cooperative Programs/ Coordinators/ Educational Coordination/ Educational Programs/ Job Placement/ Program Evaluation/ Program Planning/ Recruitment/ Secondary Education/ Teacher Role/ Teaching Methods/ Trainees/ Vocational Adjustment/ *Vocational Development/ *Vocational Education/ Vocational Followup/ *Work Experience Programs

ED117312 CE005168
The Florida Position and Career Education.
Florida State Dept. of Education, Tallahassee.
5p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage

The document was published to inform the public of Florida activities in career education. Eight components are briefly described, the funding or coordinating organization or institution is identified, and contact for obtaining additional information about each one is given. Described are: Project Pro-CESS, the Professional Career Educator's Self-Instructional System; UPDATE, Florida's career education magazine; Project LOOM, Learner-Oriented Occupational Materials; Project FAIS, The Fusion of Applied and Intellectual Skills; EGCE, The Elementary Guidance and Career Education Project; Florida VIEW, Vital Information for Education and Work; CEC, The Career Education Center; and the Guidelines for Placement Services and Follow-Up Studies. (MS)

Descriptors: *Career Education/ Career Planning/ *Directories/ Program Descriptions/ Research and Development Centers/ Research Projects/ *State Programs/ *Vocational Development
Identifiers: *Florida

ED117302 CE004521

An Annotated Bibliography of Career Discovery and Career Development Articles for the High School: 1971-1973.

Mortier, Thomas E., Comp.

Washington State Board for Vocational Education, Olympia.

73 71p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

The annotated bibliography consists of 138 career discovery and development publications (26 books, 31 journals, and 81 unpublished materials) under the headings of: general information and background; philosophy, rationale, and professional development; curriculum; career guidance; minorities, women, and the disadvantaged; programs, projects, and models of career development; and research and evaluation. The usual bibliographic data is included together with annotations 50-100 words in length. Each item is rated: with three stars for top articles, two stars for good articles, or one star for average articles. (BP)

Descriptors: *Annotated Bibliographies/ *Career Awareness/ *Career Education/ Career Planning/ Curriculum Guides/ Disadvantaged Groups/ Educational Programs/ Educational Research/ Females/ Minority Groups/ Occupational Guidance/ Program Descriptions/ *Secondary Education/ *Vocational Development

ED116841 RC008911

Covelo Indian Community Career Development Program. End of Year Report, April 1, 1975-June 30, 1975.

Covelo Indian Community, Calif.

75 109p.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Sacramento, Calif. Sacramento Area Office.

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

Describing the initial implementation period (April 1--June 30, 1975) of the Covelo Indian Community's Career Development Program, this report presents: (1) the Director's Report which deals with implementation delays, revised time frames, contracts for personnel, the new site, the board of directors, record keeping, testing instruments, charts, extra service highlights (services to college-bound students), the development center as a training center, and the cooperation between the Bureau of Indian Affairs' Area Offices and the community; (2) the Coordinator's Report (a brief summary of the coordinator's activities with particular reference to hiring of the director); (3) the Liaison Counselor's Report on the multimedia center, tutorial questionnaires, and financial aid application and community service report instruments); (4) the Detailed Interim Process Evaluation Report of Project Activities which addresses the administration component, counseling, career education, higher education, adult education, adult vocational training, and job placement. Generally commending the community involvement in the project, the evaluator's report recommends that energies be directed toward those areas of the project which are behind schedule. Appendices are attached and include: (1) Status Report, June 10, 1975; (2) Council Verifications; (3) Director's Monthly Reports; and (4) Instruments and Forms. (JC)

Descriptors: Adult Education/ *American Indians/ Career Education/ *Community Involvement/ Counseling/ *Evaluation/ Higher Education/ Job Placement/ *Program Descriptions/ Reservations (Indian)/ Testing Programs/ *Vocational Development/ Vocational Training Centers

Identifiers: California (Covelo)/ *Covelo California Indian Community

ED116053 CE006150

A Longitudinal Study of Vocational Development and Program Evaluation. Implications for Curriculum Planning and Vocational Guidance. Final Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Aug 74 172p.; Pages 128-30 are of marginal reproducibility; Several appended questionnaires were deleted because they are copyrighted

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No.: VT-102-361

EDRS Price MF-$0.76 HC-$8.24 Plus Postage

The report is an accounting of activities of the Vocational Development Study (VDS) project during the three-year funding period of July 1971 to July 1974. The longitudinal study, planned to cover a 10-year span, was begun in the fall of 1968. The project was developed to identify the effects of the high school experience on youth in vocational guidance. The sample consisted of the total ninth grade enrollment in three medium-sized Pennsylvania school districts--Altoona, Hazleton, and Williamsport. Data were collected at several stages through standardized aptitude and achievement tests and inventories of interests, values, and vocational development. Information on family and environmental background, occupational and educational aspirations, as well as school-generated data were also collected and analyzed. The report presents the background of the project and describes procedures involved in sample selection and data collection, handling, and storage. The VDS project resulted in 20 published research monographs and numerous papers and articles. Copies of the monographs and papers and a list of the articles are included in the report. In addition, a one-year graduate followup survey was made of the Altoona class. Several questionnaires are appended. (NJ)

Descriptors: Data Collection/ Educational Research/ *Longitudinal Studies/ Program Evaluation/ *Research Reviews (Publications)/ Secondary Education/ *Vocational Development/ *Vocational Education/ Vocational Interests

Identifiers: Monographs/ Pennsylvania/ *Vocational Development Study

ED115954 95 CE005849

Career Development Project. Ogden, Utah City School District . Final Report and Evaluation.

Drechsel, Lionel

Ogden City Board of Education, Utah.

Mar 75 28p.; Tables 3 and 4, the occupational sentiment survey and the knowledge survey, will not reproduce due to lightness of type and have been removed from document

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.: VT-102-346 Bureau No.: V261002L

Grant No.: OEG-0-72-0886

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Covering the time period of October 1972 to May 1974, the final report documents the efforts of a career education project in the Ogden City School District. In the elementary grades the program stressed the importance of work and workers and introduced some very basic careers. On the junior and senior high school levels, a career guidance and placement center served as the hub of career exploration, planning and placement, providing resource materials, and coordinating community involvement. The program also provided career information to parents and teachers to enable them to more adequately fulfill their guidance responsibilities. Operation Partnership surveyed local business and industry to gain information to more effectively educate students for the world of work. Provisions were also made for field trips, on-the-job experience, and job training. The results of the independent third party evaluation are included in the report. (Author/NJ)

Descriptors: *Career Education/ Elementary Secondary Education/ Job Placement/ Occupational Guidance/ Program Attitudes/ *Program Descriptions/ *Program Evaluation/ School Community Programs/ Surveys/ *Vocational Development

Identifiers: Utah (Ogden)

ED115836 CE005661
Final Report of Subcommittee No. 3 of Implementation Task Force on Education and Training for Minority Business Enterprise.
Pierce, William F.
Office of Education (DHEW), Washington, D.C.
Oct 75 23p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The overall objective of Subcommittee No. 3 of the Implementation Task Force on Education and Training for Minority Business Enterprise was to effect actions required to implement two recommendations in the final report of the initial task force. The two recommendations were: (1) to establish a minimum of 12 pilot programs in entrepreneurial career awareness and training for minority youth at the elementary and secondary levels and for youth outside the established school systems, and (2) to establish a minimum of six pilot programs in entrepreneurial career awareness and training for adults. The document contains a suggested plan for implementation, or timetable, for fiscal year 1975-76; a two-page discussion of sources for funding; a chart providing detailed information on projects already funded in 1975, with five pages of supplementary information; and a three-page discussion of the prospects for institutionalization of Subcommittee No. 3 programs, which are all pilot, or demonstration, programs. Some provisions which have already been made to assist these programs in continuing beyond the life of the current or pending contracts or grants are recounted, and efforts being made toward information dissemination are described. (Author/AJ)

Descriptors: Adults/ Adult Vocational Education/ Business/ *Business Education/ *Career Awareness/ Continuation Education / *Demonstration Projects/ Educational Finance/ Elementary Education/ Grants/ Information Dissemination/ Minority Group Children/ *Minority Groups/ Negro Businesses/ Out of School Youth/ *Program Development/ Secondary Education

ED115785 CE005607
Give Our Children Room to Grow.
Woal, S. Theodore
Philadelphia School District, Pa. Vocational Guidance Service.
6p.; Not available in hard copy due to marginal reproducibility; For related documents from Room to Grow Program, see CE 005 606-608
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

A program to develop career aspirations in middle school students has been implemented in the Philadelphia Public Schools and is entitled "Give Our Children Room to Grow." It utilizes a series of teacher guided projects; dialogues with resource persons from industry, business, and upper schools; field trips; pupil created projects; and hands on activities to expand the students' awareness of the relationship between school, home, community, and jobs. Different aspects of the program are discussed, and include: Focus on Pupils, with manuals and resources materials for teachers and workbooks for students, encouraging informal discussions interrelating education, the individual student, and the world of work; Visitors to the Classroom, including representatives from industrial and commercial establishments, near peers, and those requested by students to serve as role models and to provide occupational information; Career Choice, discussing the influence significant people may have in determining a child's area of interest and touching on educational relevancy; Environments, encouraging thoughts about future communities; and The Self, encouraging verbalizaton of hoped for personality development. Responses from children participating in the program are included, and it is stated that they are indicative of the value of the program as a motivational educational device. (LH)

Descriptors: *Career Awareness/ *Career Choice/ Career Education/ *Career Exploration/ Educational Objectives/ Educational Programs/ Junior High Schools/ Occupational Aspiration/ *Program Descriptions/ *Relevance (Education)/ School Community Relationship/ School Industry Relationship/ Self Actualization

Identifiers: Pennsylvania (Philadelphia)/ Room to Grow Program

ED115784 CE005606

A Suggested Coordinated Program for Developing Career Appraisal Insights for Middle School Students.

Woal, S. Theodore

Philadelphia School District, Pa. Vocational Guidance Service.

19p.: Not available in hard copy due to marginal reproducibility; For related documents from the Room to Grow Program, see CE 005 607-608

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

Seven fundamental developmental needs in the culture and in child development are seen as sustaining career education goals, with career education programs helping each student meet them: (1) mastering requirements for physical wellbeing; (2) understanding physical and emotional changes; (3) accepting the self; (4) accepting, understanding, and loving others; (5) recognizing responsibilities to others; (6) becoming independent; and (7) developing the ability to face reality. The suggested program involves the following areas: role of staff in educational and vocational planning; vocational orientation; activities in vocational development; career orientation programs; industry orientation programs; industry orientation trips, including purpose, basic procedures, and school follow-up; faculty orientation programs, including the economic, social, cultural, and educational environment of the community; and career materials resource center. (LH)

Descriptors: *Career Awareness/ Career Education/ *Career Exploration/ *Educational Objectives/ Educational Planning/ Educational Programs/ Junior High Schools/ Learning Activities / *Program Descriptions/ School Community Relationship/ School Industry Relationship/ *Self Actualization/ Staff Role

Identifiers: Pennsylvania (Philadelphia)/ Room to Grow Program

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ED114680 CE005762

Project EVA: Early Vocational Awareness.

Cox, William W.

Highline Public Schools, Seattle, Wash.

73 142p.; Pages 139 and 140 will not reproduce in microfiche

Sponsoring Agency: Washington State Board for Vocational Education, Olympia. Vocational Research Div.

Report No.: VT-102-211

EDRS Price MF-$0.76 HC-$6.97 Plus Postage

Three elementary schools in districts of the Seattle, Washington area were the target of project EVA (Early Vocational Awareness) which developed career awareness resource materials. The document consists of two major components: sample instructional materials (40 pages) and information about the project (60 pages). The 14 multi-use resource packages designed for instructional use include two for each grade (K-6) and contain physical activities and supporting media. Each package emphasizes a cluster of occupations and contains objectives, activities, materials such as field trip site suggestions, available resource speakers, a teacher's guide, and testing materials. Guidelines used in development included emphasis on a greater number of occupations, additional occupations for girls, methods for finding and grouping occupational information, emphasis on ability and training, realistic job descriptions, relation of classroom skills to future jobs, use of a variety of media including "hands-on" experiences, and integration of material within existing curriculum. The appended final report includes teacher and student evaluations and student growth data. (Author/KJ)

Descriptors: *Career Awareness/ *Educational Resources/ *Elementary Education/ Elementary School Curriculum/ *Instructional Materials/ Learning Activities/ Occupational Clusters/ *Program Descriptions/ Program Evaluation

Identifiers: Washington (Seattle)

ED114610 CE005474

Work Education: What Is It and How Do I Get Involved? (Information for the Prospective Employers).

Pima County Developmental Career Guidance Project, Tucson, Ariz.

31 Jul 75 12p.; For related document, see CE 005 475

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Information for prospective employers of students involved in a work education program sponsored by the Pima County Developmental Career Guidance Project is presented in the document. Two of the project's programs are described: (1) Work Exposure, aimed at providing seventh through twelfth grade students with an opportunity to observe on a job site for approximately 10 hours, with some participation, no pay or credit, and classroom followup and (2) Work Experience, aimed at providing tenth through twelfth grade students with an opportunity to spend approximately eight hours per week for about three-quarters of a school year on the job, with pay and credit possibilities. Child labor laws for the State of Arizona, job limitations, student I.D. cards, and insurance are discussed. Participating schools will provide a pretraining program, determining the student's interests and abilities. The project center will locate job sites, schedule interviews, and conduct pre- and postevaluations. A school sponsor will regularly visit the work site. Work Experience programs will require employer and student evaluations. Sponsor and evaluation forms and an employer expectations list are included. (LH)

Descriptors: Career Education/ *Career Exploration/ Cooperative Education/ *Program Descriptions/ Records (Forms)/ School Community Programs/ *School Industry Relationship/ Secondary Education/ *Work Experience Programs

Identifiers: Arizona (Pima County)

ED113675 88 CG010180

Carver/Lawless Career Development Program, Orleans Parish. Second Operational Year, 1974-75. Final Evaluation Report.

Vogel, Fred J.; Stumpf, Edwin F.

New Orleans Public Schools, La.

30 Jun 75 52p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-28-730020-0

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

This evaluative report includes a brief description of the project, the identification of the program objectives (product and process) for the year involved, and the process evaluation findings concerning the elementary, middle and junior high school components, and concludes with observations on the extent to which the program has fulfilled the stated objectives, making several recommendations for the future. The major observation is that the project has progressed on schedule, moving in the direction of the established goals for the elementary and middle school components but not for the senior high school component. Two of the many recommendations include: providing a periodic program of inservice teacher education to allow for exchange of ideas, teaching strategies and resources; and initiating plans for the final year to institutionalize favorable aspects of the project. (Author/SE)

Descriptors: *Career Education/ *Disadvantaged Youth/ Elementary Secondary Education/ Low Income Groups/ *Objectives / *Program Evaluation/ Projects/ *Vocational Development

Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Louisiana (New Orleans)

ED113583 95 CE005334

A Survey of the Career Development Institute Exploratory Program for Investigating Training in a Cluster of Vocational Occupations.

Hauck, Rich; Lenhart, Michael

North Dakota State School of Science, Wahpeton.

Apr 75 29p.

Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Report No.: RES-REP-14-VT-102-141

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

To provide information about changing educational and vocational opportunities for students from small, rural North Dakota secondary schools, a Career Development Institute was established at the North Dakota State School of Science. The purpose of the Institute was to broaden students' knowledge of the opportunities available to them in the world of work. Participants of the Institute's first four years (1970-1973) were surveyed for their ratings of the career development program. Data and findings are presented under three major headings: students (214 responding), parents (165 responding), and schools (163 surveyed). Students indicated that the Institute was helpful in choosing a career, that they learned of new career areas, and that the Institute program would be beneficial for all high school students. Survey responses from parents and schools also indicated that the Institute appeared to be an effective way to broaden knowledge of career opportunities and to help students plan educational programs to fit their career plans. The survey instruments, tabulated responses to the surveys, and comments from parents and schools are appended. (MF)

Descriptors: *Career Planning/ Educational Programs/ High School Students/ Occupational Information/ *Parent Attitudes/ Program Evaluation/ School Surveys/ *Student Opinion/ *Vocational Development

Identifiers: North Dakota

ED113539 CE005075

Guide for Establishing Programs of Vocational Exploration.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

61p.

EDRS Price MF-$0.76 HC-$3.32 Plus Postage

Developed to assist local educational agencies in developing vocational exploratory programs for ninth and tenth grade students, the document outlines activities that emphasize self-exploration and occupational information. Information needed to assess the direction and limits of individual programs, identification of occupational groupings, and instructional program planning, (including program descriptions, goals and objectives, activities, and administrative procedure) are outlined. Business, environmental, industrial, and service occupations exploratory laboratory groupings and career resource center information are individually appended and make up the bulk of the document. Business occupations include business and office, distribution and marketing, communications and media; environmental occupations include agri-business and natural resources, environment, marine science, and recreation; industrial occupations include manufacturing, construction, transportation, fine arts and humanities; and, service occupations cover consumer and homemaking, health, personal service, and public services. Sample activities pertaining to the individual area job groupings, special facility considerations, and equipment lists are provided. Career Resource Center provides lists of necessary equipment, books, films, booklets, and tapes available. It is emphasized that programs should be designed to meet the needs of the students, capitalize on previous career education experiences, and contribute to subsequent high school and post high school opportunities. (LH)

Descriptors: Business Education/ *Career Exploration/ Environmental Education/ Industrial Education/ Learning Activities/ *Program Development/ Program Evaluation/ *Program Planning/ Resource Guides/ Secondary Education/ Service Education/ *Vocational Education

ED113535 CE005070

Career Development through New Jersey Vocational-Technical Education Programs and Services.

New Jersey State Dept. of Education, Trenton.

Jan 74 9p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The major programs sponsored by the Division of Vocational Education assisting career development in New Jersey are identified and briefly described. The stated objectives of career development are: identification of a variety of occupational opportunities, development of a number of career alternatives, demonstration of job responsibility, acquisition of a job-oriented value system, implementation of career decisions, and evaluation of results. The programs and services offered in the State are listed for preschool through post secondary and adult levels. They are designed to accomplish the objectives by providing: (1) exploratory experiences; (2) integrated vocational and academic education; (3) assessment of interests, aptitudes, and abilities; (4) opportunities for the development of good work habits and attitudes; and (5) occupational skill training. Thirty-six major programs and services are listed alphabetically with designated grade levels and descriptions which define the purposes and activities involved for each. Specialized statewide services are also outlined including: county career education coordinators, teacher education and training, curriculum management center, occupational resource center, and center for consumer education services. (Author/MS)

Descriptors: Career Awareness/ *Career Education/ Career Exploration/ Elementary Secondary Education/ Post Secondary Education/ Preschool Education/ *Program Descriptions/ Technical Education/ *Vocational Development/ *Vocational Education

Identifiers: *New Jersey

ED112307 CG010080

An Evaluation of the Career Development Course Intermediate Level. Final Report.

Leton, Donald A.

Apr 75 45p.

Sponsoring Agency: Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

This report summarizes a course evaluation for an intermediate career education course. Objectives of the course were: (1) perceptualization: self- and environmental orientations; (2) conceptualization: directional choice and adaptive behavior; and (3) generalization: accommodation, satisfaction and mastery. The primary basis for the evaluation was the students' achievement on an extensive course test which is appended. The course pretest was administered to 734 students; the post-test to 611 students. The tests were then scored, item analyzed, and statistically summarized. Results indicate significant knowledge improvement related to taking the course. (Author/HMV)

Descriptors: *Career Education/ *Course Evaluation/ *Course Objectives/ *Guidance Programs/ Intermediate Grades/ Research Projects/ Secondary Education/ Summative Evaluation/ *Vocational Development

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ED112129 95 CE004915

Career Development Outreach Program Exemplary Project. Final Report.

Sommer, Sharon L.

Maine Univ., Farmington. Center for Educational and Career Development.

30 Jun 75 46p.; Not available in hard copy due to marginal reproducibility of original document

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.

The document is the final report of the career development outreach project. The project was designed to actively involve a systematic program of career education, dissemination of occupational information, and career guidance. The project was to make the target population (students, faculty, and staff at the University of Maine at Farmington and individuals referred by community agencies) cognizant of the career resources available to them when making career choices and also to encourage the target population to make their career decision based on realistic information. The functions (individual counseling, testing, placement, community service, group counseling, and resource library) of the center have been tested over the years and proven successful. Survey instruments, forms, and instructional material are appended. (KB)

Descriptors: *Career Education/ Career Planning/ Demonstration Projects/ *Outreach Programs/ Post Secondary Education/ Program Descriptions/ Questionnaires/ School Community Programs/ *Student Volunteers/ *Surveys/ *Vocational Development/ Vocational Education

Identifiers: University of Maine Farmington

ED112030 95 CE004780

Mission Possible: Fargo Area Schools Work Experience Program: Annual Report. RCU Report No. 24.

Fargo Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Jun 75 111p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-V00-32-VZ

Grant No.: OEG-0-74-1714

EDRS Price MF-$0.76 HC-$5.70 Plus Postage

The report describes the Mission Possible program, an alternative career exploration program for secondary school students in Cass County, North Dakota. The program is a voluntary, flexible one in which students learn about careers at "career sites" in business and industrial establishments according to the following alternatives: observation, internship, released time, holiday and vacation period employment, or part-time employment. The report includes a review (with commentary) of the program's five objectives: identifying creative work experience approaches with business, industry, community, and civic organizations; improving student and employer satisfaction; identifying alternative work experience programs; developing procedures to utilize employment information; and providing inservice activities and services. The report includes a timetable for the implementation of the program from June 15, 1975 to May 1, 1976. It also includes six recommendations for expanding the program and reassessing its objectives in light of potential expansion. The report closes with a brief summary and conclusions. Almost three-fourths of the document is comprised of the following appendixes: map of Cass County, promotional material, letters and forms, appointment reminder card, legislative documents, questionnaire results, school participation chart, status report, letters received from community participants and school administrators, and lawyer's opinion of school liability. (JR)

Descriptors: Career Education/ *Career Exploration/ *Educational Programs/ Letters (Correspondence)/ *Program Descriptions/ Questionnaires/ Records (Forms)/ School Community Relationship/ School Industry Relationship/ Secondary Education/ *Vocational Education/ *Work Experience Programs

Identifiers: Fargo Area Schools Work Experience Program/ FASWEP/ Mission Possible/ North Dakota (Cass County)

ED110904 CG010031

Career Awareness: One Means for Meeting the Changing Role of Education. Maxi II Practicum.

Auteri, Rose Mary P.

8 May 75 318p.; Ed.D. Thesis, Nova University; Best copy available, portions of the appendices are marginally legible; due to copyright, the contents of Appendix D have been removed; they have not been included in the pagination

EDRS Price MF-$0.76 HC-$15.86 Plus Postage

This practicum was designed to improve creative problem-solving skills in children through the use of career concepts. Although the full program was developed for youngsters in grade three through six, this project exposed fifth and sixth graders at the Northside School, Levittown, New York to the Career Awareness Program for a period of weeks. This Program was infused into the present curriculum. An investigation was then conducted to determine the extent to which these classrooms had made gains in the skills of creative problem-solving, compared to those in the control group. The data shows that the gain scores for the experimental students were significantly better than those for the control students in three of the four scales of the Torrance Tests of Creative Thinking (Fluency, Flexibility, and Elaboration). In the elaboration scale (which is identified in this study as the scale most closely related to creative problem-solving), gain scores for females were significantly higher than those for males. The complete curriculum guide for grades three through six is appended. Objectives and lesson plans are color coded for each grade level. (Author/CJ)

Descriptors: Career Awareness/ *Career Education/ Creative Thinking/ *Curriculum Guides/ Elementary Education/ Occupational Guidance/ Practicums/ *Problem Solving/ Program Descriptions/ Research Projects/ Sex Differences/ *Skill Development/ *Vocational Development

Identifiers: Torrance Tests of Creative Thinking

ED110813 CE004633

DOD-Wide Civilian Career Program for Procurement Personnel.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

28 Jan 74 37p.

Report No.: DOD-1430.10-M-1

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

The manual, which supersedes the August 4, 1966 manual, is designed to aid in program improvement for career development and advancement opportunities of Department of Defense (DOD) civilian procurement personnel. Program elements covered include: career patterns, career counseling and appraisal, training and development, registration, referral and selection, key and supporting positions, next career position, and mobility. Approximately three-fourths of the manual consists of four appendixes related to career structure, master training plan, personnel development, and career counseling and appraisal system. (EA)

Descriptors: *Career Education/ Career Ladders/ Government Employees/ *Manpower Development/ Manuals/ Mobility/ Personnel Needs/ Program Descriptions/ Program Improvement/ Training/ Vocational Counseling/ *Vocational Development

Identifiers: *Department of Defense/ DOD/ Procurement Personnel

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ED110761 CE004569

Career Awareness Materials. Final Report.

Bethel School District, Eugene, Oreg.

2 Jan 73 16p.; The outside evaluation report referred to in the document is not included

Sponsoring Agency: Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

The career awareness materials project concentrated on making visual aid materials and knowledge of their use available to the elementary school teachers in the Bethel (Oregon) School District. The program assisted staff members in developing new materials and made those materials available to other teachers in the District. The materials included bulletin boards, posters, games, kits, maps, study prints, realia kits, and study series. A survey of the teachers taking part in the project indicated that the materials are of assistance to those teachers acquainted with career awareness concepts, that additional inservice programs are needed for teachers to better understand the program and make better use of the materials, and that additional materials need to be collected to enhance resource availability. Demographic and statistical information for the District and a survey of project costs are included in the project summary. (JR)

Descriptors: *Career Awareness/ *Career Education/ Elementary Education/ Elementary School Teachers/ Instructional Materials/ *Material Development/ *Program Descriptions/ Resource Materials/ Surveys/ Teacher Developed Materials/ *Visual Aids

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ED110744 95 CE004549

The Community is the Teacher: Experienced-Based Career Education.

National Inst. of Education (DHEW), Washington, D.C.

75 25p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

Experience-Based Career Education (EBCE) has been developed as an experimental program to help high school students bridge the gap between study and experience, between the classroom and the community. The key to the EBCE concept is the adult working in any local community environment who is willing to share occupational knowledge of the real world with an interested student. EBCE is a voluntary, tuition-free alternative program of full-time learning resulting in an accredited high school diploma. It differs from traditional work/education programs by emphasizing broad career and intellectual goals rather than vocational skills, by using experiential education to convey academic learning, and allowing students a greater role in educational planning. Four educational laboratories were selected in 1972 to develop and test pilot versions of EBCE in a variety of economic and social settings: Far West School, Oakland, California; Academy for Career Education, Philadelphia, Pennsylvania; Appalachia Educational Laboratory, Charleston, West Virginia; Northwest Regional Educational Laboratory, Portland, Oregon. One of EBCE's future challenges is to help school systems to make the changes needed to accommodate this complex innovation. The forthcoming EBCE dissemination/service plan includes regional demonstration centers, State networks, and interagency cooperation at the national level. (EA)

Descriptors: Academic Education/ *Alternative Schools/ *Career Education/ Career Exploration/ Community Involvement/ Educational Innovation/ *Experimental Programs/ *High Schools/ Information Dissemination/ Occupational Information/ Program Descriptions/ School Industry Relationship/ Secondary Education/ Student Participation/ *Vocational Development/ Work Experience Programs

Identifiers: EBCE/ *Experience Based Career Education

ED110638 CE004422

Career Education and the Rural School Curriculum.

Peters, Richard O.

Jul 75 14p.

EDRS Price MF-$0.76 HC-$1.58 Plus Postage

New Hampshire Supervisory School Union 58--Experimental Schools project (Groveton, New Hampshire) has developed a rural schools oriented career education program for grades K-12, which incorporates the total community. The program focuses on three major themes: (1) Self Awareness--Who Am I? (kindergarten and grade 1), (2) Awareness of Community Workers (grades 1-3), and (3) Awareness of the World of Work (grades 3-12). In grades 3-6, emphasis is on student awareness of the world of work, while in grades 7-8 exposure to the world of work is through career guidance seminars, observational activities, and elective mini-courses. In grades 9-12, students are involved in elective mini-courses, career exploration seminars, and worksite placement. Teachers write their own career awareness lessons with assistance from the career/vocational education coordinator and then test them in their classrooms and revise them before distribution to other teachers. The Cornell Career Awareness Inventory and the Career Maturity Inventory are used to determine levels of career awareness and vocational maturity. An integral part of program development is direct teacher involvement in the process through in-service training. (EA)

Descriptors: *Career Awareness/ *Career Education/ Career Exploration/ Community/ Curriculum Development/ *Elementary Secondary Education/ Occupational Information/ *Program Descriptions/ *Rural School Systems/ Self Concept/ Vocational Development/ Vocational Maturity

Identifiers: New Hampshire (Groveton)

348

ED109532 CG009937

Hatching, Scratching, and Dispatching: A Creative Career Development Approach.

Johnson, Lynn E.; And Others

Apr 74 53p.; Papers presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 8-12, 1974); Several pages may reproduce poorly

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

This paper is a compilation of the presentations of six panelists from Brigham Young University describing an innovative career development program for university students. Unlike years past, when students were strongly urged to select a major course of study immediately upon admission to the University, the new program recognizes that career decisions have often been made in the light of very inaccurate information. It contends that career education and development are processes, not products, and that the student must be allowed time for exploration. The program is designed to respond to these problems. The first paper deals with the different university departments involved in the program, while the second describes a one-credit hour course called "Practical Decision Making." The third presentation presents an overview of the decision making process and the fourth offers an evaluation of new career development programs. The fifth article deals with the use of self-instructional aids in career counseling while the final presentation describes a unique approach by Brigham Young University intended to make students more aware of its services. (HMV)

Descriptors: Career Choice/ *Career Education/ *College Students/ *Counseling Services/ Higher Education/ *Interdisciplinary Approach/ Occupational Guidance/ Program Descriptions/ Speeches/ *Vocational Development

349

ED109417# CE004254
Cluster Concept in Vocational Education.
Maley, Donald
American Technical Society, Chicago, Ill.
75 234p.
Available from: American Technical Society, 848 East 58th Street, Chicago, Illinois 60637 ($6.50)
Document Not Available from EDRS

The cluster concept in vocational education addresses itself to issues of: job-entry preparation; geographic and occupational mobility; optimum employability for young adults; the processes by which occupational or career decisions are made; worker adaptability in a rapidly changing labor market; and the effects of continuous education on career ladders. Essential differences between a cluster concept vocational program and the traditional vocational program reflect the stress on breadth of preparation bridging over into skills and information for a series of related occupations versus depth in a single occupational category. Chapters 1 and 2 present basic ideas and rationale for the cluster concept in vocational education, while Chapter 3 emphasizes pyramidal and vertical-hierarchical structure patterns of cluster organization, as well as descriptions of specific programs throughout the nation. Chapter 4 deals with physical facilities and instructional patterns for cluster programs and is followed in Chapter 5 by a comprehensive presentation of the cluster concept developed at the University of Maryland. Chapters 6 and 7 deal with vocational education teacher recruitment and preparation for the cluster concept and cluster concept program evaluation. The concluding summary chapter highlights possible concerns of school systems in planning and implementing a cluster concept program.

Descriptors: Career Choice/ Career Planning/ Employment Opportunities/ Instructional Programs/ *Occupational Clusters/ Occupational Guidance/ *Occupational Information/ Post Secondary Education/ Program Design/ *Program Development/ Program Evaluation/ Program Planning/ Secondary Education/ *Vocational Development/ *Vocational Education/ Vocational Education Teachers

ED109311 CE004080
Models for Career Education in Iowa; Career Development Model and Explanation.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
73 35p.; For related documents, see CE 004 077-085
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The exemplary project report describes in detail the development of a definition of career education, the concepts of the career development model, and the four phases of the career education objectives: awareness (primary level), accommodation (intermediate level), exploration (junior high level), and exploration and preparation (high school level). The four objectives are further organized in the document within each of the career development phases: self-concept, world of work, and self and the world of work. The final section of the document is a glossary of terms used in the project. (BP)

Descriptors: Career Awareness/ *Career Education/ *Demonstration Projects/ Educational Objectives/ Educational Philosophy/ Elementary Secondary Education/ *Models/ *Program Development/ Self Concept/ *Vocational Development
Identifiers: Iowa/ World of Work

ED109308 95 CE004077
Models for Career Education in Iowa; Implementing Career Education Objectives in the Classroom; Accommodation Phase.
Pritchard, Mary E., Comp.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
74 62p.; For related documents, see CE 004 078-085
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The publication's purpose is to suggest procedures and activities for implementing the accommodation phase career education objectives for the Iowa demonstration project. The document is a reference for teachers at the intermediate level and is intended for use in planning classroom activities to meet career education objectives and the needs of students and community. Described are the procedures used by teachers in developing these activities and the steps involved in the development of the career education objectives. Also briefly outlined are suggestions for teachers and career education objectives for three areas of activities: self concept, the world of work, and self and the world of work. The main body of the document (40 pages) presents sample activities organized according to career education objectives, instructional objectives, activities, resource materials, and evaluations. (BP)

Descriptors: *Career Education/ *Demonstration Projects/ *Educational Objectives/ Elementary Education/ Evaluation Methods/ Intermediate Grades/ *Learning Activities/ Models/ Program Design/ Program Development/ Program Planning/ Resource Guides/ Resource Materials/ Self Concept/ Teaching Procedures/ *Vocational Development
Identifiers: Iowa/ *World of Work

ED106746 95 CG400125

Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R.

Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Dec 74 44p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2487

Contract No.: OEC-3-6-002487-1579

Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC-$1.50, cash or money order must accompany request)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers information regarding the viability of certain counseling techniques and programs with respect to career development and actual vocational choice. One hundred and ninety-eight document abstracts have been retrieved. (Author)

Descriptors: Annotated Bibliographies/ *Career Choice/ *Counseling Programs/ Decision Making/ *Educational Counseling / *Occupational Choice/ Resource Materials/ *Vocational Development

ED106559 CE003731

Career Awareness Exemplary Project. Final Program Report.

Tuchscherer, Jerry

Dickinson Public School District 1, N. Dak.

Dec 74 57p.; Appendix A has been deleted because it cannot be reproduced; Prepared by staff at Dickinson Area Vocational High School

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The guide briefly describes the objectives and content of a career awareness course consisting of a nine-week block (approximately 45 sessions) which was offered to all Dickinson Area Vocational High School students during their sophomore year. It gives week by week suggestions for implementing the career awareness program, including seminars, discussions testing devices, films and slides, and individual research projects, and provides as an example a typical detailed lesson plan for a 45-day program. A final synopsis provides assorted suggestions on program development and operation gleaned from the Dickinson experience. Two pages of specific recommendations to ensure the success of career awareness programs are included, as are 20 pages of appended materials relating to the Dickinson program and two pages of suggested resource materials. (JR)

Descriptors: *Career Awareness/ *Career Education/ *Curriculum Guides/ Lesson Plans/ *Program Descriptions/ *Program Development/ Program Guides/ Program Planning/ Resource Guides/ Secondary Education/ Vocational Education

ED106502 CE003660

Occupational Exploration Program: Evaluation Report Notebook--An Overview.

Altschuld, James W.; And Others

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Aug 74 42p.; For individual reports see CE 003 669-75

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

The overview serves as an introduction to seven evaluation reports produced for the Occupational Exploration Program (OEP), a joint developmental effort of the Center for Vocational Education, Ohio State University, and the Jefferson County, Colorado public schools. The 1973-74 project was designed to provide occupational exploration experiences for junior high school students. The report contains a description of evaluation procedures employed by the program as well as an overall description of the program itself. The latter includes goals, objectives, and a discussion of simulation, the major technique used for delivering the program. The evaluation procedures section covers summative and formative evaluation concerns; general sampling; design parameters; and a brief description of the Reviser's Information Summary, the compilation of evaluation data that accompanies each of the seven OEP reports. The final section describes the evaluation instruments utilized and procedures followed. Discussed are: knowledge tests, affective tests, student module questionnaires, teacher evaluation logs, panel review procedures, and observer forms. (Author/MW)

Descriptors: *Career Education/ Educational Assessment/ Educational Objectives/ *Evaluation Methods/ Formative Evaluation/ Junior High Schools/ *Measurement Instruments/ Measurement Techniques/ Pilot Projects/ *Program Descriptions/ Program Design/ *Program Evaluation/ Reports/ Simulation/ Summative Evaluation

Identifiers: *Career Exploration/ Occupational Exploration Program/ OEP

ED105355 95 CG400103

Impact: Advancing Human Services. Volume 3, Numbers 3-4.

Walz, Garry R., Ed.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Impact, v3 n4-5 1974

Dec 74 112p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2487

Contract No.: OEC-3-6-002487-1579

Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $3.00, cash or money order must accompany request)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

The articles comprising this double issue of Impact evolved from several sources, one of which was the National Conference on Program in Career Guidance, Counseling, and Placement, sponsored by the Missouri State Department of Education. The purpose of the conference was to bring together a local school guidance director and a guidance supervisor from each of the 50 states to develop individual state models for programs in career guidance, counseling, and placement. The major conference presentations, as well as proceedings of a panel discussion, are included in this issue. Other speeches and papers included in the magazine are from other conferences, meetings, and workshops which help "round out" what the editors feel to be a strong and careful look at some of the important ideas, concerns, and issues facing career development today. Regular magazine departments also featured are Quotes, Flashes, Research Findings, Exemplars, Consultations, and New Resources. (Author/PC)

Descriptors: Career Planning/ *Conference Reports/ *Counseling/ Models/ *Occupational Guidance/ Periodicals/ *Program Descriptions/ Pupil Personnel Services/ *Vocational Development

354

ED105167 CE003437

Career Awareness for Elementary Schools.

East Providence School Dept., R. I.

72 15p.; For related documents, see CE 003 438-441; Not available in hard copy due to legibility of original document

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The elementary program of career education, patterned after the elementary component of the East Providence Career Education Pilot Project, attempts to develop decision making skills, self direction, career awareness, and basic skills through greater individualization of instruction. This was accomplished by organizing activities around career-oriented interest centers and having ad hoc grouping of students work on basic skills. The document briefly discusses the program's principles, goals, career awareness, teaching methods, teaching techniques, classroom environment, the learner, interest or activity centers, basic learning skills, program content, a classroom diagram, steps for implementing the program, a self evaluation system, and a detailed outline of career education objectives and content. (Author/BP)

Descriptors: Basic Skills/ *Career Awareness/ *Career Education/ Curriculum Development/ Decision Making Skills/ Educational Objectives/ Educational Philosophy/ Educational Principles/ *Elementary Education/ Integrated Curriculum/ *Program Descriptions/ Teaching Methods/ Teaching Techniques

Identifiers: Rhode Island

355

ED105142 CE003406

School-Supervised Work Education Programs: Curriculum Report, Volume 3, Number 2.

National Association of Secondary School Principals, Washington, D.C.

Dec 73 13p.

Available from: National Association of Secondary School Principals, Dulles International Airport, P. O. Box 17430, Washington, D. C. 20041 ($0.50 per copy; 2-10 copies, $0.30 each)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The report represents an abridged summary of a study which assessed secondary and postsecondary work education programs and suggested ways they might be modified or expanded. A stratified, random sample of 50 work-education sites was drawn for the study from a set of 500 representative programs. Specific occupational training, dropout prevention, and career exploration programs were studied in farming regions, bedroom communities, single industry areas, and major industrial-business centers. The study's main findings are briefly described and form the basis for the following policy recommendations: (1) explore further the concept of establishing occupational training programs with a nonpaid work experience component; (2) expand the scope of dropout prevention programs; (3) develop formal structures for career exploration programs; (4) use vocational aptitude and interest instruments in student counseling; (5) develop more effective followup practices; (6) strengthen the role of program advisory committees; (7) encourage unions to participate actively in work education programs; (8) improve the effectiveness of public relations activities; (9) discourage discrimination on the basis of student attitude; (10) establish internship programs for work education coordinators; and (11) increase funding of cooperative education programs. Brief descriptions are included of 18 secondary school programs dealing primarily with cooperative education. (SD)

Descriptors: Cooperative Education/ Cooperative Programs/ Dropout Prevention/ Job Training/ Post Secondary Education/ Program Descriptions/ *Secondary Education/ *Vocational Development/ *Work Experience Programs/ Work Study Programs

ED103801 95 CG009757

Staff Inservice Training Program Manual. Career Achievement Skills Training Program.

Pontiac City School District, Mich.

Jun 74 185p.; For related documents, see CG 009 753-758

Sponsoring Agency: Michigan State Dept. of Education, Lansing.; Office of Education (DHEW), Washington, D.C.

Report No.: P-7080-C Bureau No.: V261041L

Grant No.: OEG-0-72-0749

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

The purpose of the Career Achievement Skills Training Program (CAST) is to equip students with the skills they need to make decisions and career plans. The author maintains that skills are observable, measurable and repeatable behaviors. He teaches these skills in three phases. First, students learn how to expand knowledge about themselves and a particular type of job by using people and things as resources. The next phase, the narrowing phase helps the students relate the career information to their value using a decision-making process. Finally, in the preparing stage, the students participate in an interview-internship with a person working in the field in which they are interested, and reevaluate their job decisions in light of their life styles and values. This manual describes the steps taken in educating teachers and counselors in the use of the CAST program. (HMV)

Descriptors: *Career Education/ *Decision Making/ Elementary Secondary Education/ *Inservice Teacher Education/ Manuals/ Program Descriptions/ *Vocational Development

Identifiers: *Career Achievement Skills Training Program/ CAST

ED103800 95 CG009756

Human and Computer Assisted Career Achievement Skills Program. Phase 3 Report.

Battenschlag, Judy

Pontiac City School District, Mich.

Jul 74 500p.; For related documents, see CG 009 753-758; Several pages may reproduce poorly

Sponsoring Agency: Michigan State Dept. of Education, Lansing.; Office of Education (DHEW), Washington, D.C.

Report No.: P-7080-C Bureau No.: V261041L

Grant No.: OEG-0-72-0749

EDRS Price MF-$ 0.92 HC-$24.75 PLUS POSTAGE

This lengthy document describes a Career Achievement Skills Training (CAST) program, implemented in Pontiac, Michigan, a highly industrialized city of 120,000 located approximately 30 miles from Detroit. The purpose of the program was to deliver career achievement skills to selected K-12 students. Through the skill processes presented in the CAST program the students develop skills needed to learn about and plan for their careers. An inservice training program was first held for teachers and counselors so that they would understand the program. Then these teachers, using a lesson plan manual developed by CAST participants, delivered the program to their students once per week over the course of the year. This particular manuscript describes the program in detail and includes a section on major findings and on program evaluation. (Author/HMV)

Descriptors: *Career Education/ Computer Assisted Instruction/ Elementary Secondary Education/ Occupational Guidance/ Program Descriptions/ Program Evaluation/ *Skill Development/ *Teacher Role/ *Vocational Development

Identifiers: *Career Achievement Skills Training Program/ CAST

ED102424# CE003174
Position Paper on Career Development.
American Vocational Association, Washington, D.C.; National Vocational Guidance Association, Washington, D.C.
Aug 73 20p.
Available from: Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D. C. 20005 (No. 59173, $0.50 single copy, quantity discounts available)
Document Not Available from EDRS.

The American Vocational Association and the National Vocational Guidance Association established a joint commission in 1971 to prepare a position paper on the basic elements of career development and to examine its potential for all education from kindergarten to adulthood. The paper is a partial response to this need in that it describes the concept of career development in general terms but limits discussion of its application specifically to the school setting and does not attempt the discussion of delivery systems although such discussion is needed. Part one discusses various aspects of career development: that it is a part of human development and that work values are a part of human values. It defines career as a time-extended working out of a purposeful life pattern through work undertaken by the individual, in which freedom to choose is a fundamental concept. Part two concentrates on career guidance as an intervention process and discusses the need for career guidance, the nature of career guidance, the responsibilities for facilitating career guidance, and the role and responsibilities that guidance specialists, vocational educators, academic teachers, principals, parents, peers, and the community play in facilitating a career guidance program. (BP)

Descriptors: *Career Education/ Career Planning/ Guidance Personnel/ *Guidance Programs/ *Occupational Guidance/ Responsibility/ *Vocational Development
Identifiers: *Career Guidance

ED101156 CE002911
Operation Breakthrough 1972-1973. Final Evaluation Report.
EDCON Associates, Willow Grove, Pa.
73 40p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Operation Breakthrough, a special demonstration project to upgrade Spanish-speaking workers in entry-level factory jobs, was evaluated by a third-party evaluator at the end of its first year. The teacher training program was found, through interviews with teachers and aides, to be excellent. Curriculum materials were provided by the project, but each of the five sites where the project was carried out developed its own strategies. On-site visits determined that the emphasis in the English as a second language segment was on oral skills. Curriculum changes are planned. The physical facilities at the five sites ranged from poor to excellent, and three of the companies involved provided incentives for student enrollment. Students completing a questionnaire at the end of the school year exhibited a positive reaction to the program. Students who did not complete the program were not surveyed. Teacher responses to a questionnaire were also positive. Interviews with employers demonstrated the importance of their support in the program's outcome. Insufficient data were gathered from standardized tests in one step of the evaluation involving the Ilyin Oral Interview. Specific recommendations for improved use of personnel and equipment and clarification of program emphasis are offered. (AG)

Descriptors: *Adult Education Programs/ *Adult Students/ Demonstration Programs/ Employer Attitudes/ Evaluation Methods / *Program Evaluation/ Questionnaires/ *Spanish Speaking/ Student Attitudes/ Teacher Attitudes/ *Vocational Development
Identifiers: *Operation Breakthrough

ED099530 CE002611
Career Development Concept: An Understanding, Plan, and Work Packet for Educators K-12.
Helling, Cliff E.
Robbinsdale Independent School District 281, Minn.
226p.; Page 178 is missing; Pages 97-98 and 116A may not reproduce well
Available from: Cliff E. Helling, 4649 Gettysburg Avenue North, Minneapolis, Minnesota 55428 ($6.00)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

The author states his views on career education, gives a detailed definition of the career development concept, and offers various materials that may be of value to educators in understanding and translating this process into practical school applications. He further discusses the behavioral objectives needed to implement a career development program as a vehicle to teach certain subjects. The final portion considers all the elements needed for possible program organization. Two thirds of the document consists of 14 appendixes of materials relating to career education programs including: a teacher inservice program of vocational exploration (12 pages), a survey of employer attitudes toward work-oriented students in entry level jobs (17 pages), a community resource utilization program (18 pages), an environmental careers program (10 pages), a proposal for elementary integrated industrial arts (12 pages), and material about career related mathematics, geometry and communications programs (40 pages). (BP)

Descriptors: Behavioral Objectives/ *Career Education/ *Educational Programs/ Inservice Teacher Education/ Integrated Curriculum/ Program Descriptions/ Program Development/ *Program Planning/ Relevance (Education)/ *Vocational Development

ED099523 CE002603
Abstracts of Exemplary Projects in Vocational Education.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Jun 74 182p.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

The 58 career education abstracts included in the document represent the projects selected for the second three-year round of vocational examplary projects supported by the Office of Education under the Vocational Education Amendments of 1968. In a standardized format, the abstracts provide information about each individual project. Abstracts are arranged in alphabetical order by the States in which the projects are located; 45 different States are represented (Pennsylvania and Texas each sponsored three projects and Wisconsin two), as well as the District of Columbia, Puerto Rico, Virgin Islands, the Trust Territory of the Pacific Islands, Guam, and American Samoa. The abstract format includes project title, director, applicant organization, estimated total Federal funds, duration, and site information. The program description information consists of: (1) administrative structure, (2) program design, (3) program components, and (4) unique features. The program components section outlines: overall guidance and counseling emphasis (including self-awareness, attitudes toward work, and career decision making); elementary and junior high career awareness; junior high orientation and exploratory experiences; job preparation in grades 9-14; placement activities; and any other additional information. (EA)

Descriptors: Abstracts/ Administrative Organization/ Career Awareness/ *Career Education/ Elementary Education/ Federal Aid/ *Federal Programs/ Guidance/ Job Placement/ *Models/ Occupational Information/ *Program Descriptions/ Secondary Education/ Self Concept/ State Programs/ Vocational Counseling / *Vocational Education/ Work Attitudes/ Work Experience Programs

Identifiers: *Career Development

ED092661 CE001252
Developmental Career Guidance Project: 1965-1970.
Leonard, George E.
Wayne State Univ., Detroit, Mich.
73 273p.
EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE

The pilot program was designed to aid inner-city Detroit public school students to raise and broaden their educational/occupational aspiration levels and plan for their future. The project served 15,000 students from seven elementary schools, two junior high schools, and one high school; control schools were selected to match the experimental schools. The concept of developmental career guidance as an ongoing process was basic to the project, and the most prominent objective of the program was to increase the students' awareness or consciousness of the world of work. Other objectives were to help each child develop a realistic, functional self-concept and to coordinate into a smooth working team all those working with individual students. Guidance consultants were assigned to each project school and paraprofessionals served as a link to develop a close working relationship between school and community. Activities involved: counseling; information dissemination; broadening perceptions; consultation; articulation; and working with parents, community, and faculty. School assemblies and field trips were integral parts of the learning process. Evaluation consisted of student attitude surveys toward work/school/career aspirations, student comparisons, staff interviews, and external evaluations. Results indicated experimental school populations gained in aspiration levels over control groups. (EA)

Descriptors: Academic Aspiration/ Articulation (Program)/ *Career Education/ Community Involvement/ Counseling/ *Developmental Guidance/ *Disadvantaged Youth/ Educational Objectives/ Field Trips/ *Inner City/ Occupational Aspiration/ Occupational Guidance/ Paraprofessional School Personnel/ Parent Participation/ Program Evaluation/ Projects/ School Attitudes/ Tables (Data)/ Work Attitudes

Identifiers: Career Awareness/ *Career Development

ED089114 CE001170
Career Development Curriculum Guide, 1970-1973. Junior High, Seventh through Ninth Grades.
Cleveland Public Schools, Ohio.
73 224p.; For related documents, see CE 001 168, 001 169, and 001 171; Pagination within the document is not in sequence, but the document is complete. Document filmed from best copy available
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE
The guide was developed by the coordinating teachers of the Developmental Vocational Education Program for the junior high school level in the Model Cities area of Cleveland, Ohio. The purpose of the guide is to strengthen the students' ability to select and acquire a positive attitude toward work, toward all levels of occupational choices found in society, and toward themselves. To these ends, the junior high school students are to learn the functional interrelationships between the production, management, and service areas of business and industry. Students also sample the operations and skills required in a number of occupations through work-site tours and experience. All seventh grade students are to participate in the program. Participation in grades 8 and 9 is optional. The Office of Education's division of fifteen occupational clusters is to be integrated into all junior high school classes. A conceptual approach is used, listing specific behavioral objectives. Vocabulary lists, learning experiences, desired outcomes, and instructional and resource materials are specified. Each unit coordinates subject area, grade level, and occupational cluster. An appendix of related materials and a four-page annotated bibliography are included. (AG)
Descriptors: Annotated Bibliographies/ Behavioral Objectives / *Career Education/ *Curriculum Development/ Curriculum Guides/ Disadvantaged Youth/ Instructional Materials/ *Junior High Schools/ Occupational Clusters/ Resource Materials/ Teacher Developed Materials/ Urban Slums/ *Vocational Education/ Word Lists
Identifiers: Career Development/ Cleveland/ *Developmental Vocational Education Program/ Model Cities Program

ED089083 CE001138
Placement Component Procedures.
Fort Worth Public Schools, Tex.
Aug 72 32p.; For related documents, see CE 001 134-7
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The guide describes the placement service, an extension of the guidance and counseling component, of the Fort Worth high school career education project study. The placement component is a service to ensure placement of all existing students either in a job, postsecondary occupational program, or a baccalaureate program; duties of the placement officer are defined through goals, processes, and procedures. The fourteen page appendix consists of various forms used by the placement service. (EA)
Descriptors: *Career Education/ Occupational Guidance/ *Placement/ *Program Guides/ Records (Forms)/ Senior High Schools/ Vocational Counseling
Identifiers: *Career Development/ Texas

ED089081 CE001136
Handbook for Implementation of Career Education in the Middle School.
Fort Worth Public Schools, Tex.
Aug 72 27p.; For related documents, see CE 001 134-5, CE 001 137-8
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The handbook helps orient teachers at the middle school level to the expected outcomes processes of a career education program. Topics covered are: career education objectives and concepts, classroom implementation, procedures for identifying and obtaining resource speakers, guidelines for use of community resource center, and evaluation procedures. (EA)
Descriptors: *Career Education/ Community Resources/ *Middle Schools/ Resource Centers/ *Teaching Guides
Identifiers: Career Awareness/ *Career Development/ Texas

ED089080 CE001135
Media Resources: Career Education.
Fort Worth Public Schools, Tex.
Aug 72 37p.; For related documents, see CE 001 134, CE 001 136-8
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The purpose of the media resources handbook is the identification and description of diversified instructional aids in the area of career education that are available to teachers through the career resource center at Fort Worth, Texas. Many of the resources are to be used directly in the occupations class in the middle school; however, the resources can be of assistance to teachers in lesson planning and individualizing instruction through student referrals to the career resource center. An annotated listing of over a hundred filmstrips and accompanying cassetts is included as well as listings of kits of occupational briefs, career games, compulearn system (electronic Programed learning), career folios, slides, books, and pamphlets. (EA)
Descriptors: Audiovisual Aids/ *Career Education/ Instructional Materials Centers/ *Occupations/ Programed Materials/ Resource Centers/ *Resource Guides
Identifiers: *Career Awareness/ Career Development/ Texas

ED089079 CE001134

Career Awareness Education: Social Studies, Grades 1-2, 3-5.

Fort Worth Public Schools, Tex.

Aug 72 400p.; For related documents, see CE 001 135-8

Sponsoring Agency: Texas Education Agency, Austin.

EDRS Price MF-$0.76 HC-$19.67 PLUS POSTAGE

A supplement to the textbook, "The Social Sciences Concepts and Values" (Harcourt Brace and World), the elementary grades curriculum guide incorporates career education into the social sciences with emphasis on career awareness and the world of work and the development of attitudes toward the dignity and satisfaction of work. The guide has separate divisions for grades one through five and consists of lesson plans for units of study that relate concept seeking, value seeking, and methods of intelligence to appropriate activities, resources, culminating activities, and evaluation techniques. (EA)

Descriptors: Career Education/ Concept Teaching/ *Curriculum Guides/ *Elementary Grades/ Lesson Plans/ *Social Sciences/ Unit Plan/ Values/ Work Attitudes

Identifiers: *Career Awareness/ Career Development/ Texas

ED089015 CE001053

Project Open Door to the World of Work. Career Resource Guide.

Murray, John P.; And Others

Buffalo Public Schools, N. Y. Div. of Curriculum Evaluation and Development.

72 63p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

The guide is designed to aid the teacher in helping the students to increase awareness and maturity in the decision making process when alternatives are encountered to which they must react. While many of the suggested activities are designed to foster a personal maturity, the emphasis is placed upon maturity in vocational and career decision making. Within the four sections (pre-kindergarten/kindergarten, primary, intermediate, and junior high school) the material is presented under the headings of concept, behavior, activities, and reference. Each section is provided with its own list of books, films, and other resource material. World of Work concepts are introduced in a concrete fashion at the early primary level and recycled and expanded in a more sophisticated manner at the intermediate and secondary levels. This consolidated approach to career and child development is essential. The guide approaches career development in its broadest sense with emphasis on increasing awareness and understanding of the World of Work and its adaptability to one's individual life styles. (Author/SA)

Descriptors: *Career Education/ Career Planning/ *Curriculum Guides/ Decision Making/ Elementary Grades/ Intermediate Grades/ Junior High Schools/ Kindergarten/ Occupational Choice / *Resource Guides

Identifiers: Career Development/ *World of Work

ED089013 CE001051

Hospitality, Recreation, and Personal Service Occupations: Grade 8. Cluster V.

Calhoun, Olivia H.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.

72 110p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Hospitality, Recreation, and Personal Service Occupations." It is divided into four units: recreational resources for education, employment, and professional opportunities; barbering and cosmetology; mortuary science; hotel-motel management. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); and transportation (CE 001 050). (AG)

Descriptors: Barbers/ *Career Education/ Cosmetologists/ Curriculum Guides/ *Grade 8/ *Hotels/ Management/ Occupational Clusters/ *Recreation/ *Service Occupations/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia/ Mortuary Science

ED089012 CE001050

Transportation: Grade 8. Cluster IV.

Calhoun, Olivia H.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.

72 127p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Transportation." It is divided into five units: surface transportation, interstate transportation, air transportation, water transportation, and subterranean transportation (the Metro). Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: Bus Transportation/ *Career Education/ Curriculum Guides/ *Grade 8/ Occupational Clusters/ Rail Transportation/ *Transportation/ *Units of Study (Subject Fields)

Identifiers: Air Transportation/ Bicycling/ *Career Development/ District of Columbia/ Interstate Transportation/ Subways/ Water Transportation

ED089011 CE001049

Manufacturing, Marketing and Distribution, Business and Office Occupations: Grade 8. Cluster III.

Calhoun, Olivia H.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.

72 242p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

A curriculum guide for grade 8, the document is divided into eleven units: marketing and distribution; food manufacturing: data processing and automation; administration, management, and labor; secretarial and clerical services; office machines: equipment; metal manufacturing and processing; prefabrication and prepackaging; textile and clothing industry; and regulatory agencies. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: Automation/ *Business/ *Career Education/ Clothing/ Curriculum Guides/ Data Processing/ Equipment/ Food Processing Occupations/ Grade 8/ Management/ *Manufacturing/ *Marketing/ Metallurgy/ Office Machines/ *Office Occupations/ Office Practice/ Prefabrication/ Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia/ Regulatory Agencies

ED069010 CE001048
Health Occupations: Grade 8. Cluster II.
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.
Sep 72 87p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Health Occupations." It is divided into four units: the hospital, preventive medicine, drug use and abuse, and alcohol and tobacco. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation, and personal service occupations (CE 001 051). (AG)

Descriptors: Accident Prevention/ Alcoholism/ *Career Education/ Curriculum Guides/ Drug Abuse/ Food Service Occupations/ *Grade 8/ *Health Occupations/ *Health Occupations Education/ Hospitals/ Occupational Clusters/ Pharmacists/ Preventive Medicine/ Smoking/ Units of Study (Subject Fields)
Identifiers: *Career Development/ District of Columbia

ED069009 CE001047
Public Service Occupations: Grade 8. Cluster I
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.
Sep 72 140p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

A curriculum guide for grade 8, the document is devoted to the occupational cluster "Public Service Occupations." It is divided into six units: education, public utilities, community social and health services, law enforcement agencies, fire departments, and the postal system. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine sciences (CE 001 046); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: *Career Education/ Community Health Services/ Curriculum Guides/ Education/ Fire Fighters/ *Grade 8/ Law Enforcement/ Occupational Clusters/ *Public Service Occupations/ Social Services/ *Units of Study (Subject Fields) / Utilities
Identifiers: *Career Development/ District of Columbia/ Postal Workers

ED089008 CE001046
Agri-Business, Natural Resources, Marine Science: Grade 7. Cluster V.
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.
72 123p.; For the Washington, D.C Career Development Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

A curriculum guide for grade 7, the document is devoted to the occupational clusters "Agri-business, Natural Resources, and Marine Science." It is divided into five units: natural resources, ecology, landscaping, conservation, oceanography. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: *Agribusiness/ *Career Education/ Curriculum Guides/ Ecology/ *Grade 7/ Landscaping/ *Natural Resources/ Occupational Clusters/ Oceanology/ *Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia/ Marine Science

ED089007 CE001045
Construction and Environment: Grade 7. Cluster IV.
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.
72 86p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

A curriculum guide for grade 7, the document is devoted to the occupational cluster "Construction and Environment." It is divided into four units: urban renewal and development, urban and suburban construction and planning, megalopolis, and demography. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: *Career Education/ City Planning/ *Construction Industry/ Curriculum Guides/ Demography/ *Environment/ *Grade 7/ Metropolitan Areas/ Occupational Clusters/ Suburbs/ Units of Study (Subject Fields)/ Urban Renewal

Identifiers: *Career Development/ District of Columbia

ED089006 CE001044
Fine Arts and Humanities: Grade 7. Cluster III.
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.
72 136p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

A curriculum guide for Grade 7, the document is devoted to the occupational cluster "Fine Arts and Humanities." It is divided into five units: drama and literature, music, dance, art, and crafts. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions)available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042); communications and media (CE 001 043); construction and environment (CE 001 045); agri-business, natural resources, marine sciences (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: Art/ •Career Education/ Curriculum Guides/ Dance/ Drama/ •Fine Arts/ •Grade 7/ Handicrafts/ •Humanities/ Literature/ Music/ Occupational Clusters/ •Units of Study (Subject Fields)

Identifiers: •Career Development/ District of Columbia

ED089005 CE001043
Communications and Media: Grade 7. Cluster II.
Calhoun, Olivia H.
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.
Sep 72 91p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

A curriculum guide for grade 7, the document is devoted to the occupational cluster "Communications and Media." It is divided into six units: advertising, film and photography, radio and television, journalism and publishing, library and periodicals, and transocean communications. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: consumer and homemaking (CE 001 042), fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: •Career Education/ •Communications/ Curriculum Guides/ Films/ •Grade 7/ Journalism/ Libraries/ •Mass Media/ Occupational Clusters/ Photography/ Publicize/ Publishing Industry/ Radio/ Telecommunication/ Television/ •Units of Study (Subject Fields)

Identifiers: •Career Development/ District of Columbia

ED089004 CE001042

Consumer and Homemaking: Grade 7. Cluster I.

Calhoun, Olivia H.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.: Metropolitan Educational Council for Staff Development, Washington, D.C.

72 115p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

A curriculum guide for grade 7, the document is devoted to the occupational cluster "Consumer and Homemaking." It is divided into six units: buying, child care, nutrition, clothing, family relations, and housing and household management. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: *Career Education/ Child Care/ Clothing Instruction/ *Consumer Education/ Curriculum Guides/ Family Relationship/ *Grade 7/ *Home Economics/ Home Management/ Nutrition Instruction/ Occupational Clusters/ Purchasing/ *Units of Study (Subject Fields)

Identifiers: *Career Development/ District of Columbia

ED089003 95 CE001041

Teacher's Manual for the Career Development Curriculum Guides, 7th and 8th Grades.

Calhoun, Olivia H.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.: Metropolitan Educational Council for Staff Development, Washington, D.C.

72 70p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

To help teachers make effective use of ten curriculum guides in career education for the seventh and eighth grade levels, the manual comments upon several topics: the career development philosophy, the basic ingredients of the D.C. program, the roles of the classroom teacher and the guidance counselor in the program, and the setting for the program's implementation. The manual also describes the characteristics and organization of the guides. Suggestions for planning ahead include a ten-page Grade 7 outline plan for implementing module 1 (a career cluster). Methods of introducing the curriculum to students and parents are discussed, and the importance of involving the community in classroom activity is stressed. The document concludes with chapters on career development activities and the evaluation of student learning. The ten curriculum guides are divided into clusters: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

Descriptors: Behavioral Objectives/ *Career Education/ Class Activities/ Community Resources/ Counselor Role/ Curriculum Guides/ Educational Philosophy/ *Grade 7/ *Grade 8/ Human Resources/ Information Dissemination/ *Occupational Clusters/ Program Development/ Teacher Role/ *Teaching Guides

Identifiers: *Career Development/ District of Columbia

ED087868 CE000958

A Career Development Program in Agricultural Occupations for Advantaged and Less Advantaged Rural Youth.

Lark, Floyd J.; And Others

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.

73 49p.

Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

This document provides a summary of the results of the effort begun in the fall of 1971 by the Agricultural Education Department of Oklahoma State University to organize a career development program for advantaged and less advantaged rural youth. It was designed to increase the awareness of rural youth to career opportunities, to their own abilities, interests and other characteristics in relation to careers, and to the decision-making process leading to the choice of a career. A summary of the program is outlined in terms of general unit development, specific occupation unit development, and the development of self-discovery and decision-making units. Related publications are listed. Appendixes comprise three fourths of the document and include the self-discovery unit, the agricultural occupations cluster units (agricultural supplies/services), and a unit for a specific occupation within the agricultural supplies/services unit (agricultural sales clerk). (KP)

Descriptors: Ability Identification/ Affluent Youth/ *Agricultural Occupations/ Career Opportunities/ Decision Making/ Disadvantaged Youth/ *Educational Programs/ Occupational Clusters/ *Occupational Guidance/ Personal Growth / *Program Development/ *Rural Youth/ Self Concept/ Units of Study (Subject Fields)/ Vocational Development

Identifiers: *Career Development

ED061429 VT014817

K-12 Career Education Guide.

Lakeshore Technical Inst., Sheboygan, Wis.

487p.; Proceedings of Lakeshore Technical Institute District 11 Career Education Summer Workshop (1st, Sheboygan, Wis., July 12, 1971)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-0-71-1027(361)

Available from: Lakeshore Technical Institute, 3811 Memorial Drive, Sheboygan, Wisconsin 53081 ($3.10)

EDRS Price MF-$ 0.92 HC-$24.75 PLUS POSTAGE

Directed toward reforming the scope of career education and initiating awareness and enthusiasm for continuous career education opportunities for all students in grades K-12, this curriculum guide describes the 16 basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (K-3, 4-6, 7-9, and 10-12) and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized. Behavioral objectives, classroom activities, lists of resources for activities, evaluation procedures, and suggested curriculum considerations, which were developed by Institute participants, accompany each concept. Models illustrating the scope and sequence of the 16 basic career development concepts through grades K-12, the three components of career development (self, work world, and career planning), and vertical and horizontal expansion of the concepts are included. (AG/SB)

Descriptors: *Career Education/ Career Opportunities/ *Concept Formation/ *Curriculum Guides/ Elementary Grades/ Institutes (Training Programs)/ Integrated Curriculum/ Kindergarten/ *Models/ Secondary Grades/ *Vocational Development/ Vocational Education

Identifiers: Career Awareness/ Career Development

ED058413 VT014404

Pontiac Vocational Career Development Program. Interim Report.

Rochow, Robert J.

Pontiac City School District, Mich.

Jun 71 578p.

Sponsoring Agency: Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-70-5183

EDRS Price MF-$ 1.08 HC-$29.83 PLUS POSTAGE

During the 1970-71 school year, this project sought to provide elementary and secondary students with a broad occupational orientation, work experience, specific training in job entry skills, intensive occupational guidance and counseling, and initial job placement. Major results and accomplishments achieved during the year for the elementary component include: (1) providing 191 teachers with information and work units, (2) using 150 role models, (3) counseling 1,500 elementary students, (4) conducting 450 teacher conferences, and (5) establishing an interdisciplinary team in each of the nine elementary project schools. Accomplishments for the secondary component include: (1) establishing a new management team, (2) conducting meetings with a counselor evaluation committee, (3) developing a unit for Grades 7, 8, and 9 on career development, and (4) developing a questionnaire to determine students' vocational interests. A complete description of the project including an evaluation and sample work units is contained in this document. (GEB)

Descriptors: Activity Units/ *Career Education/ Elementary School Students/ Interdisciplinary Approach/ Job Placement/ *Occupational Guidance/ *Program Descriptions/ *Program Evaluation/ Questionnaires/ Secondary School Students/ Skill Development/ *Vocational Counseling/ Vocational Development

Identifiers: Career Development/ Occupational Orientation/ *Pontiac

ED057183 VT013479

Career Guidance: An Overview of Alternative Approaches.

Campbell, Robert E.; Vetter, Louise

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Aug 71 21p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: Inf-Ser-45

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. The compact nature of the review should provide a ready reference for practitioners seeking alternative delivery systems for accomplishing career development. Alternative approaches which received speical attention are: (1) occupational exploration, (2) the developmental (K-14) approach, (3) systems approaches, and (4) computer-assisted approaches. Also included is a discussion of considerations and recommendations based on extrapolations of current and future options. (JS)

Descriptors: Career Education/ *Career Planning/ Computer Oriented Programs/ Elementary Grades/ Fundamental Concepts/ *Occupational Guidance/ Post High School Guidance/ Program Development/ *Program Planning/ Secondary Grades/ Systems Approach/ *Vocational Education

Identifiers: *Career Development/ Occupational Exploration

ED054342 VT013411

Neighborhood-Based Child Care Services for the Inner City! A Service Model, A Staffing Plan and A Program Implementation Strategy.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Feb 71 92p.

Sponsoring Agency: Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

This feasibility study was undertaken to develop an integrated model for the delivery of neighborhood-based child care services to residents of the inner city which would: (1) put the needs of the child first, (2) provide supportive human services to the family unit, (3) provide inner city residents with career opportunities in the child care field, and (4) develop and sustain full community participation in program management. The proposed model consist of a Central Unit which serves a 25-block area and provides administrative and supportive services to five Mini-centers. Each Mini-center serves a five block area and provides service to eight to ten pre-school children, a similar number of school age children, and their parents. Employees are to be selected from the neighborhood and every effort will be made to utilize welfare mothers who wish to enter child care and human services careers. Six months prior to the opening of the Central Unit and Mini-Centers, and subsequently on an ongoing basis, all employees will participate in a training program. The career development program is based on a career ladder approach and allows workers to enter as a child development, human services, or clerical trainees and proceed with training and experience to higher competency and salary levels. Additional information and an implementation strategy are provided. (SB)

Descriptors: *Career Ladders/ Career Opportunities/ Child Care Workers/ Clerical Workers/ Community Programs/ *Day Care Services/ Disadvantaged Groups/ Feasibility Studies/ Human Services/ *Inner City/ *Models/ Occupational Mobility/ Program Administration/ *Program Development/ Vocational Education

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